DOCUMENT RESUME

ED 186 598 CE 022 969

TITLE	Occupational Investigation. Teacher's Handbook. First Edition.
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	79
NOTE	177p.; The organizational charts in Appendix A will not reproduce well. For related documents see CE 022 970-973 and CE 022 977.
AVAILABLE FROM	Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($3.75)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Advisory Committees; Career Choice; Career Education; *Career Exploration; *Career Planning; Classroom Design; *Classroom Techniques; Community Resources; Disabilities; Educational Opportunities; Grade 7; Grade 8; Graduation Requirements; Junior High Schools; *Public Relations; School Community Relationship; *Sex Fairness; Sex Stereotypes; Student Recruitment; Teaching Guides; *Teaching Methods; Vocational Education
IDENTIFIERS	Texas

ABSTRACT

This teacher's handbook provides suggestions for organization and presentation of resource and instructional materials found in four occupational investigation guides available separately (see Note). Chapter 1 explains Texas Education Agency operations and the Occupational Investigation program and policies. Chapter 2 discusses public relations activities: working with school personnel and parents, utilizing media and community resources, and recruiting students. Need for and development and role of advisory committees are discussed in chapter 3. Chapter 4 provides suggestions for organizing instructional and resource materials, developing a filing system, and arranging and decorating the classroom. Chapter 5 presents alternate instructional methods, such as career study tours, career day/week, and guest speakers. Chapter 6, materials for classroom management, includes a basic course outline, unit teaching time schedule, and lesson planning guide. Chapter 7 contains basic education information, including requirements for high school graduation and descriptions of Texas vocational programs. Chapters 8 and 9 discuss issues related to working with handicapped students and offer guidelines and suggestions for eliminating sexism in the classroom. Appendixes, amounting to approximately one-half of the guide, include educational organization charts, program standards, and sample materials, such as news releases, letters, questionnaires, learning activity worksheets, and management forms. (YLB)

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OCCUPATIONAL INVESTIGATION
TEACHER'S HANDBOOK

Compiled by

Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 022 969

FIRST EDITION

1979

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FOREWORD

The Occupational Investigation (O.I.) resource materials and teacher's handbook were developed as a result of a project funded through the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, and completed by East Texas State University and the Occupational Curriculum Development Laboratory. The resource materials were developed with the assistance of the O.I. instructors throughout the state of Texas and were subjected to formal field testing and evaluation.

The materials were designed to be self-contained, and therefore require no prerequisites or specific sequence of presentation. However, the activities which comprise each guide--Self-Appraisal, Economic and Societal Factors, Occupational Clusters, and Educational Planning--may be selected by the teacher in such manner that the O.I. course progresses logically and efficiently. The teacher's handbook provides suggestions for the organization and presentation of the resource and instructional materials.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Occupational Investigation resource materials. Many teachers across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other O.I. programs across the state.

Special thanks are extended to those teachers who field-tested the activities as they were developed and provided periodic evaluations and comments to be used in revision and further development.

The following guest writers and consultants should be recognized for their significant contributions to this research and development project.

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Special thanks are extended to the Instructional Materials Centers at Texas A & M University, Texas Tech University, and University of Texas at Austin for their contributions.

CHAPTER I

INTRODUCTION

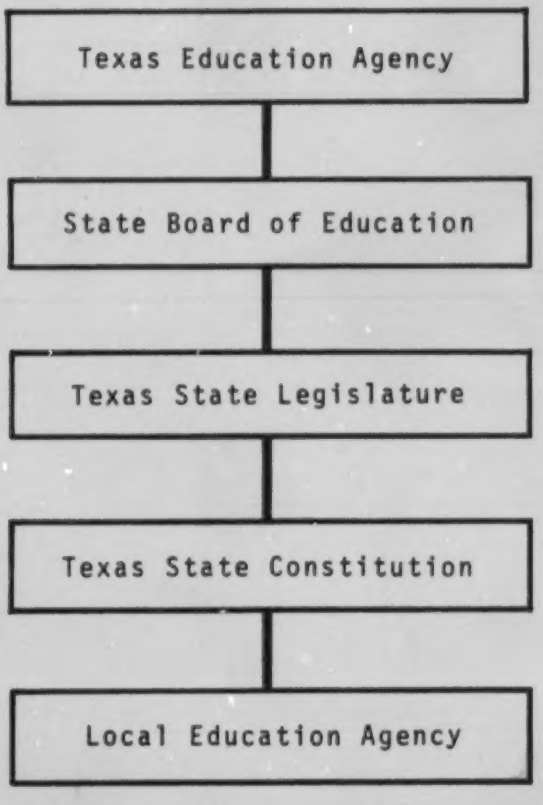
Occupational Investigation programs are operated by local schools in cooperation with the Texas Education Agency (TEA) and the State Board of Vocational Education. Teachers are employed by the local school districts; however, salaries for teachers are allocated to participating schools from the Minimum Foundation School Program Fund.

Texas Education Agency staff members provide information to school officials concerning policies, program operations and evaluations. This chapter is designed to explain briefly the operations of the Texas Education Agency and the Occupational Investigation program and policies.

ROLE OF THE TEXAS EDUCATION AGENCY

RESPONSIBILITIES

Public school education is a responsibility established by law and shared by state and local governments, as illustrated in the chart below.



Administrative functions which have been assigned by the Legislature to the State Board by the Texas Education Agency relating to the Local Education Agency's include:

- Determining the extent and quality of basic educational services
- Assisting local administrative units in carrying out their responsibilities
- Distributing state school funds to school districts
- Coordinating the selection, purchase, and distribution of textbooks
- Developing and applying standards for the certification of textbooks
- Developing and applying standards for the certification of teachers and other professional personnel
- Accrediting schools

FUNCTIONS

Established under the Gilmer-Aiken School Laws of 1949, the Texas Education Agency administers the state's responsibility for public school education, vocational-technical education, and adult education programs.

Texas Education Agency activities may be grouped under three, major headings: leadership, service, and regulation. Traditionally, emphasis has been on the first two, but recent events have increased the Agency's regulatory responsibilities.

Staff members of the Texas Education Agency, cooperating with school officials, provide consultation regarding interpretation of policies approving initial and continuing programs. The Agency also provides consultative services concerning organization of methods and program effectiveness and makes recommendations for revision and improvement as needed. See charts in Appendix A.

OCCUPATIONAL ORIENTATION STAFF

The Program Director performs responsible professional consultative service and administrative work in coordinating and directing program activities in Occupational Orientation. The following major responsibilities involve working with The Texas Education Agency staff, school officials and others to:

- Identify areas of need for Occupational Orientation programs and projects in occupational education.
- Stimulate an interest in Occupational Orientation programs and projects in occupational education among educators, administrators, and others.
- Assist in determining department needs and provide services in the following areas:
  - Assistance in the establishment of priorities for the allocation of state and federal funds.
  - Policies as may be necessary to improve or enhance the quality of Occupational Orientation services provided students.
  - Interpretative statements to give further clarity to established policies.
  - Curriculum materials as may be necessary to improve the quality of local district programming.
  - Inservice training of Occupational Orientation personnel.
- Assist in the development of statements to implement department policies.
- Perform regulatory functions in the following areas:
  - Review and evaluate applications and requests and make recommendation and utilization of state and federal resources for Occupational Orientation.
  - Conduct official program reviews of local district Occupational Orientation programs.
- Participate in the collection, analysis, and dissemination of data as may be generated in seeking satisfactory solutions to appropriate educational services for Occupational Orientation teachers and students.
- Review and evaluate proposals, planning documents, and other reports as may be submitted from local districts, education service centers, colleges and universities, and other agencies and/or organizations.
- Serve on various task force assignments.
- Keep abreast of new developments in various areas of vocational guidance.
- Perform related activities as may be assigned.
- Review Statements of Qualifications and recommend approval of teachers of Occupational Orientation.

PROGRAM STANDARDS

Program Standards explain the purposes and objectives of the program. The standards also describe the minimum requirements for certification and student selection. The Program Standards are included in Appendix A.

THE HISTORY OF OCCUPATIONAL INVESTIGATION

Occupational Orientation consists of two phases: Occupational Investigation and Occupational Exploration. This handbook deals with the Occupational Investigation phase. Occupational Investigation is a vocational instructional program designed to aid students in making meaningful and informed occupational choices. However, it is not a new activity in the field of Vocational Guidance but the result of various efforts toward developing a program that would assist students in making these choices.

The Department of Occupational Education and Technology, Texas Education Agency, developed a program to provide vocational instruction. The program was a result of research on activities in vocational instruction in the Vocational Act of 1963 amended in 1968.

To field-test the program, the Department of Occupational Education and Technology requested the State Board of Education to authorize pilot programs in "Occupational Orientation" in selected public schools for the 1970-71 school year. At this time, 10 pilot programs were granted from written proposals submitted to the Texas Education Agency. During the 1971-72 school year, eight new programs were granted. An additional 10 programs were granted in 1972-73. As of 1974-75, submission of written proposals was no longer required. Superintendents now make application for new programs to the Texas Education Agency. The State Board of Education approved Occupational Investigation as a vocational instructional program in 1976.

TEACHER CHARACTERISTICS

The teacher should have certain characteristics in order to perform the task of teaching or leading students. The teacher should:

- Understand and be able to apply the principles of learning
- Know how people learn and make every effort to appeal to a variety of the senses through which students learn.
- Understand students and be able to recognize them as individuals.
- Know about individual differences.

- Know some of the causes and effects of individual differences.
- Be able to develop the aims, purposes, and objectives for the class.
- Be able to determine teachable content and to arrange the content into a logical teaching order.
- Understand and be knowledgeable of the range of employ-ability skills necessary to be successful in the world of work.
- Be able to keep in touch with new developments in business that effect the class.
- Be a planner--understanding the types of lessons, and how to develop the lesson plans for maximum effectiveness.
- Be an organizer and writer who understands, develops, and uses various instructional methods.
- Be a fair and impartial evaluator who understands the types of tests, knows how to prepare and administer them, and knows how to recognize the progress of individuals.
- Be an illustrator--using the chalkboard, charts, posters, pictures, models, mock-ups, films, and other aids to support and add meaning to the lessons.
- Be a visual aid enthusiast, acquiring the skill and knowledge for developing, recognizing, and using visual aids.
- Be a leader and performer, employing good methods and techniques in each lesson with adequate and correct explanations.
- Be dynamic--an example in words and deeds.
- Have the ability to work with and get along with people.
- Be willing to make the best use of the equipment, materials, and facilities available.
- Pay close attention to personal poise, delivery, clarity of speech, appearance, and confidence.
- Seek improvement in demonstrating, questioning, and making fast, accurate decisions.
- Maintain group control by keeping eye contact with the students in the class.
- Develop extra indepth assignments for the gifted and talented student.

- Make every effort to remain knowledgeable of the subject by reading the latest publications in the field.

The teacher may understand the subject thoroughly, may possess the characteristic of a good teacher, and may realize the objectives of Occupational Orientation-Investigation; but, unless the teacher understands the individual differences of the students, the complete and concise plans may be tangled in a web of misunderstanding. The following table lists some of the individual differences that students possess and the various ways they may be recognized.

RECOGNIZING INDIVIDUAL DIFFERENCES

Student Differences	Why They Differ	How Differences Show Up	Remedy
Ability	Inheritance Training	Productivity Creativity	Give more difficult assignments. Use as discussion leader or delegate other responsibility.
Looks	Inheritance Deliberate planning	Physical characteristics Personal grooming	Use examples of successful workers or supervisors.
Interests	Fads Group approval Natural differences	Lack of interest	Give assignments with variety of procedures. Capitalize on "future plans."
Dislikes	Family attitude Unpleasant experiences	Emotional instability Anger, fear, pleasure Antisocial attitude	Give very routine assignments at the beginning.
Understanding	Observes Listens Thinks	Good in theory Slow to learn	Vary teaching methods. Group learners together.
Learning	Family irsistence Natural inclination Friend's influence	Order, sequence, and continuity	Vary amount of work. Vary difficulty of work. Vary sequence of units.
Likes	Nature Environment	Reactions to situations Overconfidence Underconfidence	Make instruction social in nature. Vary nature of work.

There is a great deal of information that must be shared with the student. Any shortcut or means of speeding the learning process is of great importance to the instructor. The students should be told what they are going to do with the learning before it is given to them. The students should be given frequent applications rather than long, boring periods of fact-learning.

The teacher should use the participation approach, because the student will learn best by doing. A combination of doing and saying yields a higher retention on the part of the student.

Learning may also be hastened by dividing the lesson into digestible parts. The student will gradually be able to absorb all information on the subject. The teacher should be able to identify the important points for the student. Knowledge and skills are mastered easily through steps and key points. One of the fastest ways to speed up learning is by building the student's confidence in learning the materials. The student should receive praise for mastery of new knowledge. Praise does not have to be reserved for outstanding performance.

TEACHER EDUCATION INSTITUTIONS

The following is a list of approved institutions where the required certification courses are offered:

East Texas State University
North Texas State University
Prairie View A & M University
Sam Houston State University
Southwest Texas State University
Texas A & M University
University of Houston

CHAPTER II

PUBLIC RELATIONS

Effectively publicizing the program is one of the many responsibilities of an Occupational Investigation teacher. Whether the program is an ongoing one or if it is new, students, parents, faculty, administration, and the general public should be informed about its purposes and operations.

WORKING WITH SCHOOL PERSONNEL

It is important for the Occupational Investigation teacher to maintain good public relations with school personnel. For the program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established by keeping everyone informed about the activities of the program.

WORKING WITH ADMINISTRATORS

The Occupational Investigation teacher should build a strong foundation for good public relations with the school administration. Occupational Investigation students can be an effective tool in promoting the program to the administration, school district, and community. This foundation, combined with an enthusiastic teacher consistently doing a good job, impresses not only the superintendent but also the principal and school board. By maintaining open channels of communication, the teacher keeps the administration informed of the Occupational Investigation program.

WORKING WITH GUIDANCE PERSONNEL

It is essential to have the cooperation of the guidance personnel. Counselors can get negative feelings if they believe the teacher is taking over the responsibilities which rightfully belong to them. Effort should be made by the teacher to work closely with guidance personnel to gain their support and confidence.

The following suggestions may help a teacher maintain a good working relationship with counselors:

- Assist in career day/week for the school.
- Provide career information.
- Develop a cumulative record and place in each student's folder (interests, aptitudes, etc.) and forward to the counselor.
- Inform counselors of student needs.
- Ask for suggestions and criticism to improve the overall program.

WORKING WITH FACULTY

Another vital aspect of the public relations program is enlisting the support of faculty members. Gaining their support requires a continuous, patient, and sincere effort.

SUGGESTED ACTIVITIES FOR MAINTAINING GOODWILL AMONG FACULTY

- Be friendly and sincere with all faculty.
- Recognize accomplishments of other teachers.
- Volunteer for a fair share of extracurricular activities.
- Be tactful and diplomatic.
- Engage in professional school activities.
- Publicize only the accomplishments of the program, not what is being planned.

- Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for the program.
- Thank teachers for favors, letting them know they made contributions.
- Encourage academic faculty to have students incorporate occupational information in reports, papers, etc., to assist the students in seeing and experiencing relationships (e.g., math and construction).
- Be businesslike and thorough in conducting the program.
- Consult with other teachers concerning problems.
- Be prompt in making school reports, which should be neat, orderly, and correct.
- Admit when one is wrong without hedging or offering excuses.
- Avoid arguing a point even when knowing who is correct.
- Never make degrading remarks about general education philosophy, objectives, or methods.
- Remain outside arguments on controversial questions.
- Try to be objective to both sides of any question rather than opinionated or dogmatic.
- Avoid petty gossip or joining in cliques within the faculty.

WORKING WITH PARENTS

Maintaining good public relations is important if parents are to become familiar with Occupational Investigation. The teacher can encourage parent support by having group conferences; by distributing pamphlets describing the program; or by presenting information about Occupational Investigation through a local parent-teacher organization meeting. Parents should also be used as resource persons when possible.

GROUP CONFERENCES

Parents are generally curious about what and how their children are being taught. One of the best ways to answer questions of parents about the Occupational Investigation program is to invite them to a group conference. These conferences allow the parents and teacher to get to know each other better and for parents to be made aware of the aims and objectives of the course. These are neither the time nor the place to discuss individual children, their attributes, or problems. The group conference can be a one-time get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

INDIVIDUAL CONFERENCES

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home, and the teacher brings an insight into the student at school. With those two perspectives in focus, everybody gains--especially the student.

Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, the teacher's work will become easier and more effective. Conferences help both teacher and parents to understand many problems. They usually result in cooperative planning for the student, and they win understanding and respect from the parent for the teacher and the school.

PLANNING FOR PARENT CONFERENCE

Suggestions for a productive individual teacher-parent conference include the following recommendations:

- Make careful preparation by determining goals
- Insure privacy
- Have an informal setting
- Set a time limit
- Encourage the parent to talk
- Listen attentively
- Overlook parent's critical remarks
- Begin on a positive note

- Develop an attitude of mutual cooperation
- Let suggestions come from the parent
- Build on parent's suggestions
- Summarize points covered
- Make plans together
- End on a note of continuing cooperation
- Make notes after parent leaves

PARENTS' CLASSROOM VISITATION

The Occupational Investigation teacher should encourage parents to visit the school. One visit to an Occupational Investigation classroom makes a stronger impression, creates more understanding, and develops stronger personal relationships than many letters or news reports. When parents arrive, introduce them to pupils and colleagues. Assure them they are welcome by expressing appreciation for their presence. When parents contribute a service, report the fact to the press and newscasters, and send letters of appreciation. Such personal recognition provides satisfying rewards, which may encourage further participation. See samples in Appendix B.

GENERAL ACTIVITIES TO INVOLVE PARENTS

The following list provides suggestions for improving public relations with parents:

- Invite parents to Open House and other special events by sending a letter well in advance of the event.
- Enlist parents' cooperation in specific Occupational Investigation projects
- Send a special invitation to parents of students participating in programs
- Host an Occupational Investigation parent-student reception or banquet
- Supplement regular grade-reporting with individual achievement reports
- When a student's name is in the school paper, send a copy to the parents
- Invite parents to speak to the class if they have an appropriate presentation

- Send special invitations for parents to accompany the Occupational Investigation class on field trips or visit on days when there will be a scheduled guest speaker
- Involve parents in "study groups" formed to discuss problems or needs relevant to Occupational Investigation and their children's education
- Select parents for ad hoc committees to study specific projects or problems
- Become active in the local parent-teacher organization
- During a special event, such as National Vocational Education Week, present a program on Occupational Investigation to the parent-teacher organization

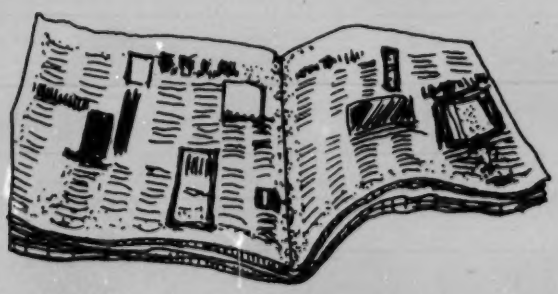
UTILIZING MEDIA

There are several methods of communication the Occupational Investigation teacher may utilize. The newspaper represents the greatest medium for reaching everyone in the community. However, other media include letters, radio, and television.

THE WRITTEN WORD

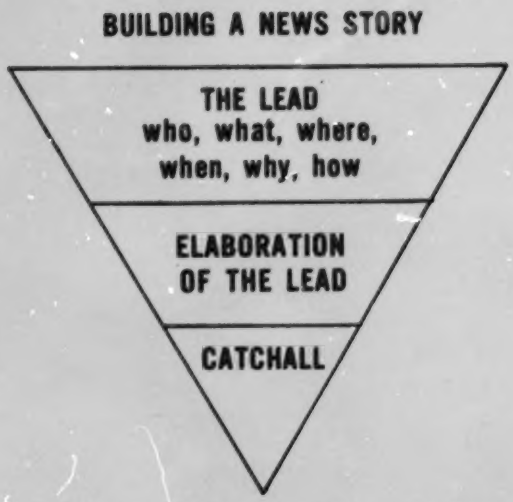
Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. The teacher must learn to recognize what is noteworthy and worth publicizing.

WORKING WITH NEWSPAPERS



News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Occupational Investigation teachers interested in getting publicity for their programs need to train themselves to be alert for story ideas which will interest a wide variety of readers.

BUILDING A NEWS STORY



The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the "inverted pyramid" style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following in order of importance are the middle, or elaboration, and the bottom or the catch-all.

The lead usually answers all or part of six questions: the who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still "makes sense".

In writing news stories, remember two things:

1. Names make news, so give complete names, and always be sure to spell them correctly.

2. It is better to include too much than not enough. Let the editor delete.

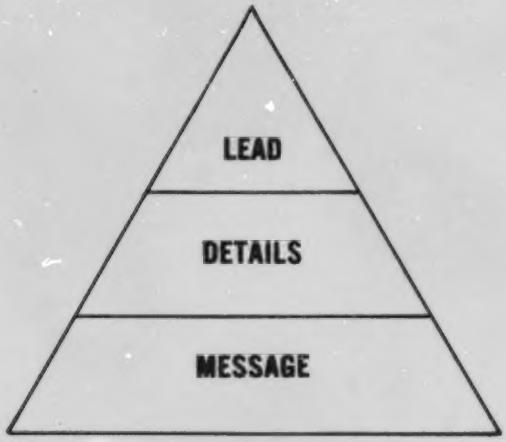
DEVELOPING A FEATURE STORY

A feature story or a featurette (short feature) is an account of something of unusual interest. This is often useful in giving added emphasis or calling attention to an Occupational Investigation program or project.

Not everyone can write a feature story successfully, but almost anyone can recognize the makings of a feature. Write a feature if you feel capable. If not, give the editor your idea.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, which answers questions in the reader's mind and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

DEVELOPING A FEATURE STORY



The following offer feature possibilities:

Personality sketch. This usually is concerned about achievement. It can describe the subject's personality and show how he/she achieved success. The sketch can also give ideas that might help a reader solve problems. It centers on one person whom the teacher or student would interview.

Personal experience story. Uniqueness will attract the reader to this type of story. It may involve a student's or teacher's experience and may be told in first or third person. The article could be about an unusual or interesting field trip or a different activity done in class.

Actually, some articles are part news story and part feature story. Usually, it is easier to write news stories that simply tell what is about to happen or has happened. All newspaper stories on Occupational Investigation programs should be accurate, simply written, factual, and neat.

PREPARING COPY

Some points to keep in mind when preparing articles include the following:

- Identify the topic or title at the top left-hand corner of the page
- Leave space for the editor to write a headline
- Put the contact person's name and telephone number on the first page

Pat Brown, Teacher
Occupational Investigation

October 20, 19--
FOR IMMEDIATE RELEASE

Anywhere Middle School
Any town, Texas, 77777
444-3322

Story: Study Tour Taken by Occupational Investigation Students

- Always give exact date in a news release: "June 10" rather than "next Thursday" or "tomorrow." Specify "October," not "next month." Double-check date and day of week on calendar.
- Be sure to double- or triple-space all copy submitted.
- List the address as well as the name of the meeting place.
- Use easy-to-understand words.
- Use figures for numbers above nine, hours of the day, days of the month (omitting d, th, st), dimensions, and ages.
- Spell out numbers at beginning of sentence or change construction of sentence to avoid using a number as the first word in a sentence.
- Give first names and middle initials of persons the first time they appear in article.
- Do not fold copy.

Write "more" at bottom of each page except the last one.
Place the number "30" at end of each article

> the students, after touring the plant
>
> -more-

> After answering questions, Brown thanked the C.I. students
>
> on behalf of Any Business, Inc.
>
> -30-

Sample forms of articles are found in Appendix B.

PREPARING PICTURES

Clear black-and-white glossy prints are required by most publications. These may be any size, but 5" x 7" or 8" x 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and tape this carefully to back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person sho , being careful to indicate the order in which the names are written, usually going from left to right, front row first, etc. Include the activity and the name of the organization involved, and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

NEWS RELEASE CLEARANCE

Clear all news releases through proper channels. Each school or district will have different rules on who must approve a story before it is released. Sometimes, only the teacher will be responsible. Other districts may require clearance from the school administration. In any case, the teacher should be certain of the rules and procedures and carefully observe these.

UTILIZING LETTERS

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Mimeographed letters or letters with mimeographed bodies with the recipients' names typed in are not much help in public relations.

WHEN TO USE LETTERS

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. The Occupational Investigation teacher should determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or informal tone must be decided. Sample forms of letters are found in Appendix B. The following are suggested ways to use letters.

- "Thank you" letters to guest speakers
- "Thank you" letters to newspapers or radio and television stations who have given you publicity
- Appreciation letters to those who have sponsored field trips
- Letters of introduction (use for "shadowing," student interviews, etc.)
- Information letters, explaining purposes of the Occupational Investigation program to parents, business people, and community
- Letters of congratulations written to commend those who have been recognized for achievement
- Recruitment letters to community organizations requesting their help

THE SPOKEN WORD

To establish effective communication of Occupational Investigation activities, the teacher should plan a system to convey information and ideas to individuals and groups. This can be achieved through the cooperation of radio and television stations and community organizations.

RADIO AND TELEVISION

The broadcast industry gives millions of dollars every year for public service. Radio and television stations are limited to the hours they are licensed by the Federal Communications Commission to be on the air.

The Occupational Investigation teacher should study local programming before making first station contacts. Do not forget educational television channels that may operate in the area.

Types of shows. A few possibilities that may be available to an Occupational Investigation teacher are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain Occupational Investigation. This would aid the Occupational Investigation teacher in sustaining community support while attracting students to the program.

Promptness. Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose as participants those who have pleasant voices and are not nervous.

Writing releases. The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. Submit on 8 1/2" x 11" plain paper, typed double-spaced. "If You Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, D.C., is a guide to television and radio publicity.

LOCATING AND UTILIZING COMMUNITY RESOURCES

Utilizing available community resources, which include people, businesses, and interesting places, is an excellent way to expand classroom instruction.

While some persons may be listed in a Directory of Community Resources, there are others who do not wish to be listed, but who may be available on a limited basis.

For the teacher who has difficulty identifying possible resources, the following suggestions are listed:

DIRECTORIES AND MEMBERSHIP ROSTERS

An excellent reference of local community resources is the yellow pages of the telephone directory. The local Chamber of Commerce is also valuable. In addition, most government, civic, and professional organizations are willing to help the school if time permits. Many clubs have speakers' bureaus which may be available to the Occupational Investigation teacher. Historical clubs and societies are also usually willing to help. School administrators and school board members should also be considered as a resource.

PARENTS

Occupational Investigation teachers can find many resource speakers and some field trip sites by surveying parents. See sample in Appendix B. This can be done either by the teacher or by an entire school. This not only aids the teacher in securing resource persons with varied backgrounds, but it also gives the teacher an opportunity to involve the community in the classroom.

TEACHERS

Other teachers in the same building often are overlooked. Retired teachers in the community also are often willing to serve as resource persons. These sources represent a wide variety of occupations, and possibly they will be willing to share some of their work experiences with Occupational Investigation students.

STUDENTS

In most classes, there are students who have interesting hobbies or unusual talents. Also, other students in the school or in local colleges or universities probably will be willing to share their work experiences with a class.

UTILIZING SPEAKERS

After resource persons have been located, analyze how they can be utilized. One way is to match the resource person with the curriculum. Next, the Occupational Investigation teacher should prepare resource people for their participation by letting them know what is expected and what the situations will be like. This will put them at ease and help them to do a better job. The teacher could prepare a checklist to supply resource persons with information needed to increase their effectiveness. The teacher should try to convey this information in person. An active file should be kept by the teacher to effectively utilize community resources. See sample surveys in Appendix B.

RECRUITING STUDENTS

As previously stated, any student eligible to attend public schools may enroll in Occupational Investigation. How does the teacher inform the student population of the Occupational Investigation program? There are several effective ways used by teachers. New programs require an approach that is different from that used in connection with ongoing programs. Remember, reallocation and/or continuation of the program is based on a minimum enrollment.

PROMOTING NEW OCCUPATIONAL INVESTIGATION PROGRAMS

A teacher of a new program must develop a plan to inform students about the program including the following information: advantages of the program, how to enroll in the program, where to go for information about the program.

The following are suggestions to aid the teacher in getting information to the students:

- Newspaper articles explaining Occupational Investigation
- Radio and/or television interviews or spot announcements about the program
- Letters sent to students (survey might have been taken the previous year to determine student interest)
- Information speech to civic and/or youth organizations to get the program recognized by community
- If you have a successful program, students will tell others.

PROMOTING ONGOING OCCUPATIONAL INVESTIGATION PROGRAMS

In an ongoing program, recruiting students becomes easier each year since the Occupational Investigation teacher has an opportunity to inform students about what was done last year. A teacher will use several means of communication during the year. Teachers have used successfully the following:

- Assembly programs (teacher, student, former students, films, slides, skits)
- Homeroom talks (teacher, students)
- Career Day involving total school
- Students already enrolled in program (talking to other students and friends)
- Faculty (informing counselors and other teachers of the program)
- Posters and signs
- Bulletin board displays
- School newspapers
- Rotating students through all electives during the last two school periods of a day

A majority of schools use pre-enrollment procedure. To maintain good working relationships, the teacher should plan activities prior to pre-enrollment in the spring. Go through proper channels to get the activity approved by the school.

SCHEDULING PUBLIC RELATIONS EFFORTS

The teacher should plan the timing of publicity and public relations efforts. Information should go out when it will be most helpful. The media may not use material if it is not timely. When a new program is initiated, information should be sent out as early as possible. Students, parents, and business people need to know about the objectives, advantages, and working details of the program in time to decide how they will respond to what is being offered.

A good way to begin planning is to draw up a media communication schedule. This schedule gives a good idea of how many different avenues are open to reach the public. It also makes it possible to avoid trying to do too much. So many possibilities exist that the teacher has to plan the most effective use of them. A special effort should be made at the beginning of the year to get to know persons in the various media. By matching the schedules of the teacher and the media, the needs of both may be served.

CHAPTER III

ADVISORY COMMITTEES

A vocational advisory committee comprises employers and employees from outside the field of education who advise educators on establishing and maintaining vocational education programs. However, they do not determine program policies. This committee functions as a liaison between the community and school by helping maintain and improve the Occupational Investigation program in accordance with school policy and procedures.

NEED FOR AN ADVISORY COMMITTEE

In an age of specialization, school personnel cannot be expected to be experts in every area of the complex world of work. Members of the community, representatives of employers and employees, and spokespersons from many fields can provide a realistic picture of occupational opportunities. The Occupational Investigation program should use the experience and expertise of many resource persons. A good program can become even better with the input of local representatives.

Local advisory committees can aid the Occupational Investigation program in a number of areas by:

- Insuring program relevance by consulting in matters of curriculum development
- Assisting in equipment and supply selection and acquisition
- Supplying occupational and technical information as needed
- Encouraging community support through public relations activities
- Lending validity to program proposals and expansions
- Assessing and evaluating program activities
- Assisting in the review of courses of study
- Facilitating teacher confidence in efforts toward program improvement
- Providing meaningful community experiences for students
- Reviewing program budget and making recommendations to school administration
- Increasing community and business support by providing a channel for communication
- Helping identify community resources who can assist with instruction, facilities, and planning
- Supporting program efficiency and continuity

Advisory committees can often be attractive to community groups because committee participation provides opportunities for individuals to present their views to public officials. Thus, cooperation between school and community benefits the students as well as those involved in advisory functions.

SELECTION OF COMMITTEE MEMBERS

Local advisory committees should represent a broad spectrum of talented and interested individuals. When selecting members, the school should focus on the purposes of the committee and the types of assistance needed in planning and evaluating Occupational Investigative programs. Committees should consist of seven to nine persons who may serve one year, subject to reappointment for a second year. If an Occupational Investigative program is new, perhaps an ad hoc or temporary committee would be appropriate.

The committee may include members from the following areas or groups depending on specific program needs:

Business and Industry
Labor Unions
Trade Associations
Chamber of Commerce
Parent-Teacher Associations
Service Clubs
Local Media
Community Leaders
Potential Employers
Employees
Texas Employment Commission
CETA and other Federal Programs
Professionals
Small Business Owners
Military Service
Universities and Community Colleges

The composition of the local advisory committee should be balanced to reflect as many areas and as many sectors of the community as possible, including the following:

1. Various levels of business and industry
2. All geographic areas served by the program
3. Both men and women
4. All ethnic groups in the community

In general, selection of committee members should be based on personal and occupational qualifications. Since the advisory committee cannot possibly include persons from every relevant area, consultants possessing special skills or knowledge may be recruited as program needs arise.

POTENTIAL MEMBER CHARACTERISTICS

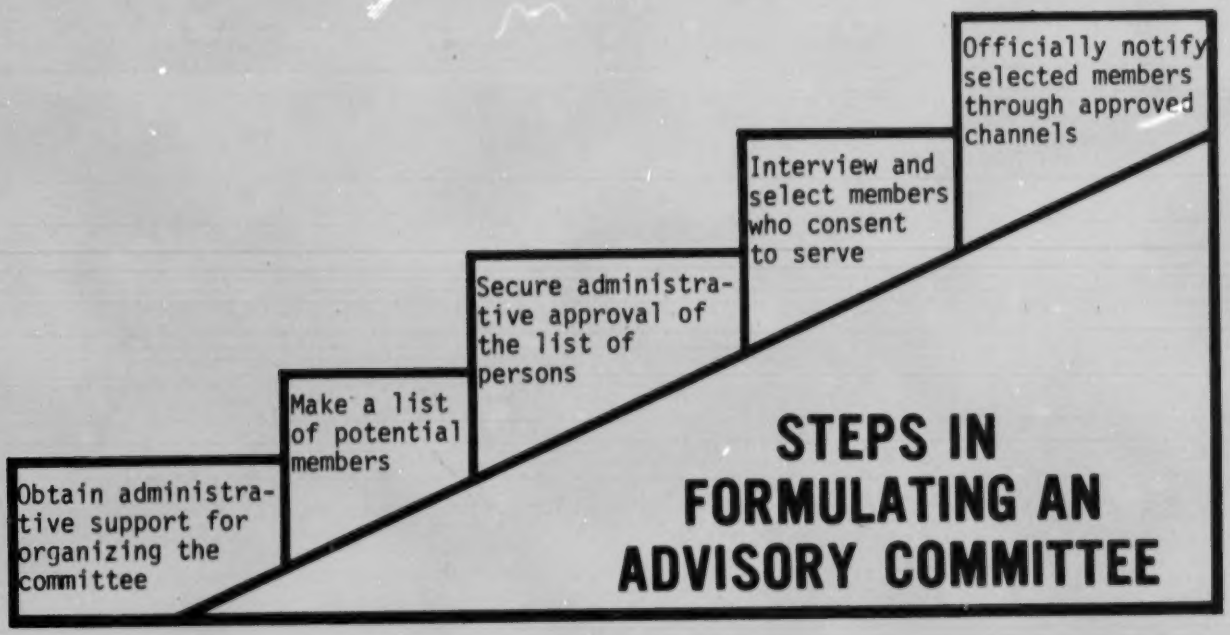
The personal characteristics of a potential member should also be considered in the selection process. Some important characteristics are: flexibility, intelligence, integrity, leadership ability, occupational experience, civic-mindedness, coooperative and responsible attitude, and enthusiasm. A member also must be respected by the community. Several questions may be asked: "Is the individual interested in and willing to work for the program?" "Does the person have the courage to express ideas and fully consider the view of others?" "Is the person committed to developing occupational awareness in students?" is perhaps the most important question.

NOMINATING MEMBERS

Nominations may come from parents, teachers, administrators, business and civic leaders, or anyone familiar with the needs of the program and the characteristics of the community. The Occupational Investigation teacher may also wish to consider volunteers.

The Ocucpational Investigation teacher should obtain administrative support. This may be achieved by providing information to the administration explaining the need or purpose for an advisory committee. After obtaining administrative support, make a list of potential members. Selection of members is covered earlier in this chapter.

The list of potential members should be presented to the administration for approval. After obtaining approval, the Occupational Investigation teacher should interview and select members who are willing to serve and work cooperatively for the Occupational Investigation program.


Officially notify selected members through approved channels
Interview and select members who consent to serve
Secure administrative approval of the list of persons
Make a list of potential members
Obtain administrative support for organizing the committee
STEPS IN FORMULATING AN ADVISORY COMMITTEE

After securing each selected member's consent to serve, write a letter to the principal requesting written appointment of members. Usually, the principal will send a request to the district superintendent or assistant superintendent responsible for such functions. Then, the superintendent officially asks members to serve. Often, this letter of notification mentions plans for an organizational meeting. (See sample in Appendix C.)

Before the first meeting, certain plans should be completed. For example, a convenient date, time, and location should be set. Special equipment and supplies, such as an overhead projector, should be available. Write an agenda, or items to be discussed, and send each committee member a copy. This should reflect the needs of the program. In later meetings, the agenda will likely develop from the business of previous meetings.

The following outline suggests some tasks that may be required in order to arrange the first meeting:

About a week in advance, notify each member of the date, time, and place of the meeting by letter

Send invitations to interested school administrators, including an agenda with the letter (See sample in Appendix C.)

Hand out checklist to appropriate officers (See samples in Appendix C.)

Always start and adjourn the meeting on time

Include refreshments in the meeting plan, if desired

Phone members and thank them for attending the meeting

FUNCTIONS OF AN ADVISORY COMMITTEE

For an advisory committee to be effective, its functions in relation to the Occupational Investigation program must be clearly defined. The committee has no administrative function, but its members can provide valuable assistance in determining student needs, reviewing the adequacy of instructional materials, promoting the aims, and reviewing or evaluating the program. Committee members are experts in their areas and therefore can provide valuable consultation in many program matters.

Some objectives for advisory commitee work suggest the importance of public relations and information functions.

COMMITTEE OBJECTIVES

- Communicate the values of occupational investigation in the community
- Assist in program development
- Supply resource speakers and materials
- Provide occupational information and project supply and demand in the world of work
- Publicize program goals and activities
- Act as a liaison between various community and occupational groups
- Serve as "problem solvers," "enablers," and "catalysts"

TEACHER RESPONSIBILITY TO COMMITTEE

The teacher must assume certain responsibilities if the school's relation with the Advisory Committee is to be effectively maintained. It is the teacher's responsibility to keep the Advisory Committee informed about program developments and needs. Also, suggestions by the committee should be adequately considered and implemented, if possible. If recommendations cannot be implemented, explanations should be offered. Finally, the teacher is responsible for recognizing and showing appreciation to committee members for their service. Letters of appreciation may be sent to members, and recognition

certificates may be awarded when appropriate to express thanks while creating an opportunity for additional program publicity. (See samples in Appendix C.)

RESPONSIBILITIES OF ADVISORY COMMITTEE MEMBERS

Committee members are responsible for attending scheduled meetings and actively participating in advisory work. Members should be aware of the philosophy of Occupational Investigation, the responsibilities of the school staff, and the objectives of the program. They should understand their roles and functions in the school and in the community. The teacher may also expect members to remain interested in the success of the program during involvement with the committee. Open communication will allow school, committee, and community members to work together for career development of all students.

CHAPTER IV

ORGANIZATION OF THE O.I. CLASSROOM

INTRODUCTION

A large number of resource materials may be easily acquired for Occupational Investigation. However, materials lose their value unless they are readily accessible. In organizing the Occupational Investigation classroom, the teacher should select systems that arrange resources in efficient, attractive ways. The organization and decoration of the classroom should express the message: "Occupational Investigation is important and exciting." The following sections provide hints and suggestions for organizing instructional and resource materials, developing a filing system, and making the classroom an attractive center for developing occupational awareness.

DEVELOPING A FILING SYSTEM

SUGGESTIONS TO TEACHERS

An efficient filing system can be the "backbone" of an Occupational Investigation organizational scheme. Materials should be filed so that they can be easily located by the teacher or student. The filing system can reduce classroom clutter and promote safe storage. The filing system outlined here is a "minimum plan."

WHERE TO FILE MATERIALS

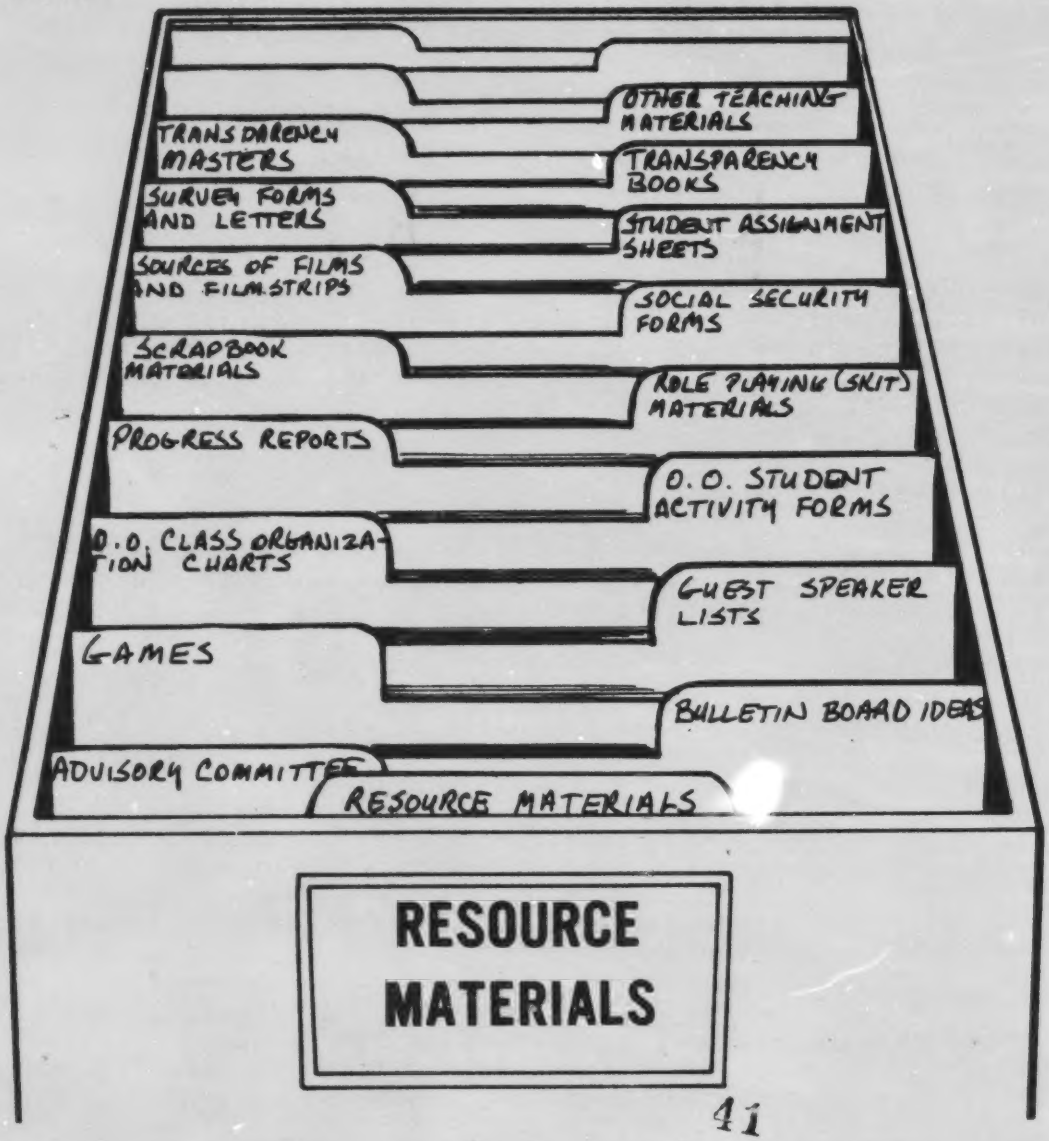
1. Vertical file cabinets may be used as dividers in the classroom to section off a learning center.
2. Horizontal files may be used as in and out baskets.
3. Portfolios either may be purchased or made by the teacher from two large cardboard pieces to provide storage for charts and posters.
4. Cabinets, drawers, and closets are good for large irregularly sized teaching materials and audiovisual equipment.
5. A hanging folder frame may be purchased to convert a desk drawer into a vertical storage file.
6. Some boxes, cases, or cartons may be found in supply catalogs, around the school, or retail store as "throw-aways." These make good vertical files for personal teaching materials or may be used as an "inactive materials" file.

7. Card index files may be used to check out reference or resource materials to students, keep student information (e.g., name, address, entry date), or maintain an equipment inventory list.

WHAT TO FILE

Resource and reference materials. Occupational information, pamphlets, brochures, and related materials may be placed in a vertical file. A card index file or library pocket file may be used to check out items to students.

Display materials. Charts, posters, and bulletin boards are among the typical display materials. If items are larger that manila envelopes, label and file them by subject areas in portfolios which may be hung on the wall. Materials are filed in manila envelopes, stores by subject area in a box, and placed in a cabinet.



Filmstrips and slides. Boxes with labels that show titles of filmstrips or slides should be used to store these materials. The boxes may be placed in a cabinet or a special rack designed to display titles. The rack may be hung on the wall or on a cabinet door. A list of the subject matter of every filmstrip and slide should be placed in a readily accessible folder. Scripts for filmstrips may also be placed in this folder.

Handouts. Duplicated materials may be filed by subject in vertical files or in horizontal files if materials are bulky. Use file guides that are eight inches long and three inches wide to separate and label stacks of materials. As a general rule, reproduce only materials that can be used in a year's time.

Stencils. After using a stencil, remove as much ink as possible by placing it between two sheets of paper. Store the stencil in a legal-size folder or a special stencil folder. Attach a copy to the outside of the folder.

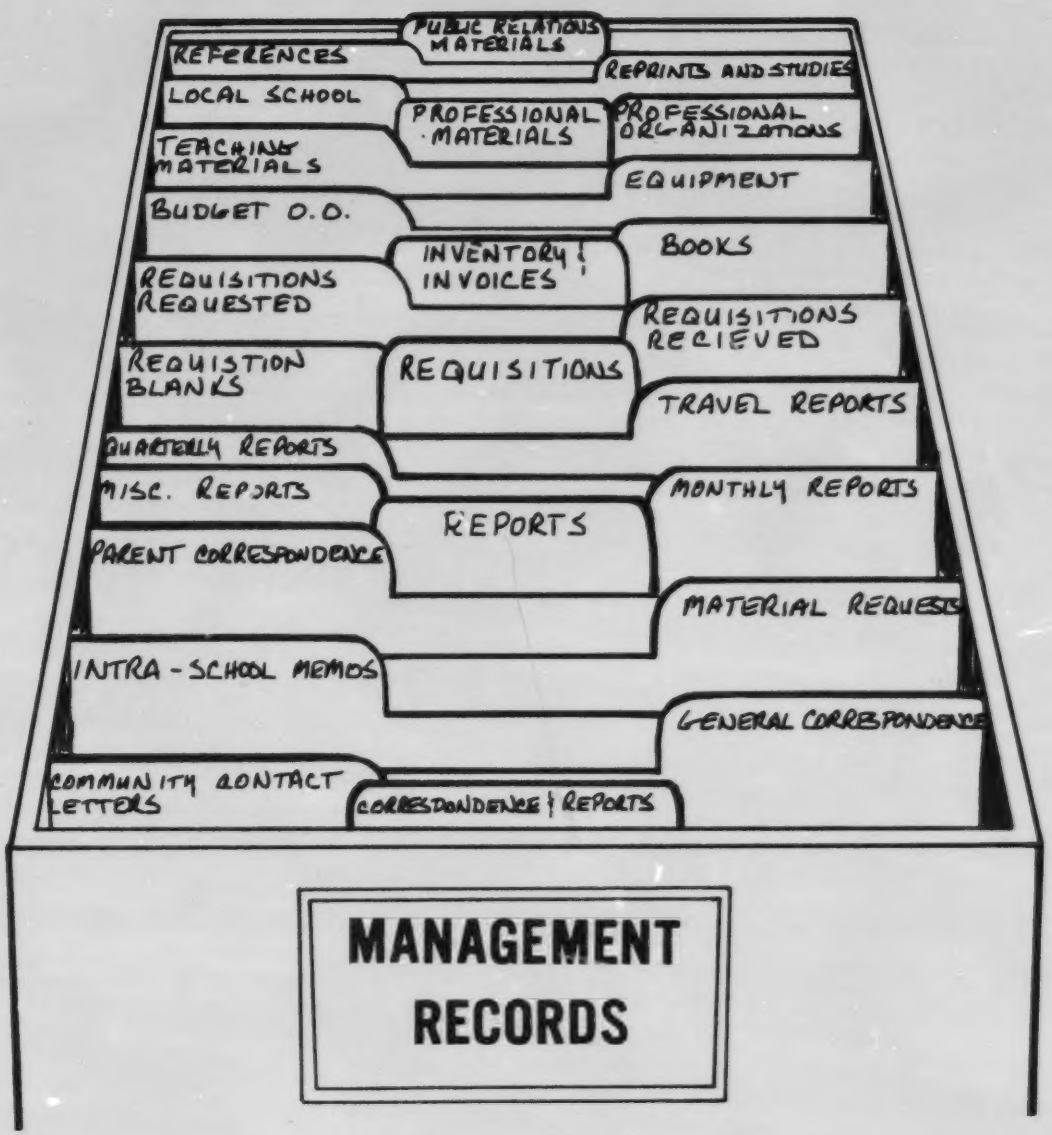
Transparencies and record albums. Place unframed transparencies in folders with clean sheets of paper between them. Label folders and file them in their designated subject areas. Framed transparencies should be vertically stored in their jackets to prevent warping.

Bibliography. Use colored file cards to make a bibliography of resource materials. For example, yellow cards may be used for books, pink cards for films, or green cards for teachers' manuals. Organize the bibliography in a card file so that materials can be quickly located.

Community resources. Guest speaker and study tour site cards may be kept in card files. A guest speaker card should include the following: name, address, and phone number; speaker's specialization; evaluation of speaker's effectiveness; and dates of presentations. The study tour site card should contain such information as name, address, and phone number of the contact person, and strengths and weaknesses of the site.

Attendance, grade, and student records. Records should be kept in accordance with local school policies. The Occupational Investigation teacher may wish to keep separate attendance records and information cards. Attendance cards should show date of enrollment and date of withdrawal (if applicable). Student records include personal data sheets, student projects and reports, autobiographies, tests, student/parent conference notes, correspondence, and related items. Student records should be kept in a separate vertical file.

General management records. These records include inventories, requisitions, travel forms, advisory committee minutes of meeting, and other management data. Records should be kept in manila folders which are filed in a vertical cabinet.



SAMPLE ONLY

FACTORS TO CONSIDER IN CHOOSING A FILING SYSTEM

- Type of occupational instructional and visual curriculum materials
- Available storage facilities
- Type of equipment used
- Record-keeping systems used
- Amount and type of occupational information filed for students

SUGGESTED FILING SYSTEMS FOR OCCUPATIONAL INVESTIGATION

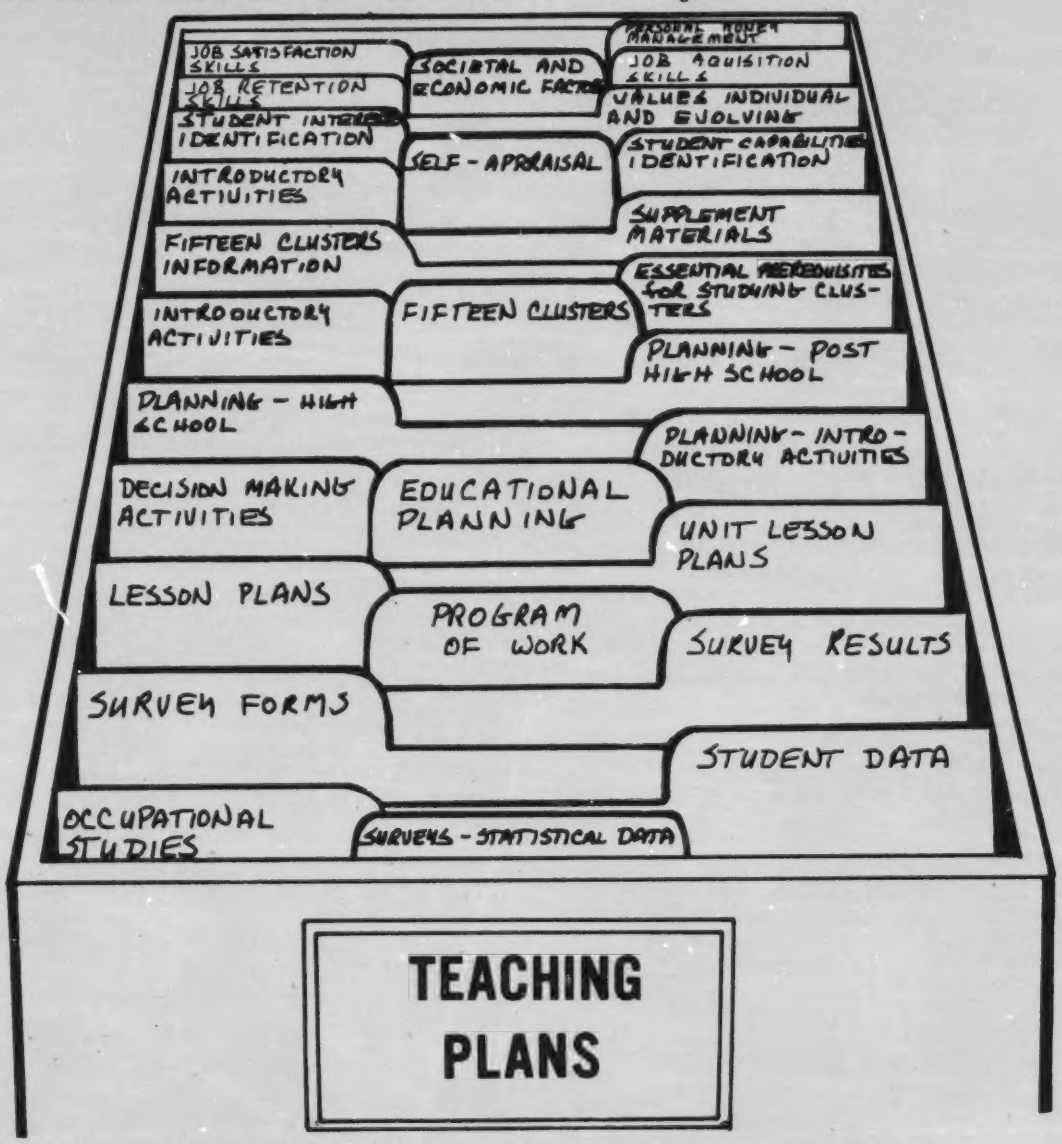
Alphabetical Filing

File in the order that the items occur in a dictionary

Names: Use full names rather than nicknames; file in the following order: last name, first name, middle initial; initials should be filed before complete names; file names like McAdams and Van Allen as one complete name.

Numbers and abbreviations: File them as though they were completely written out--e.g., file "St." as "Street" and "10" as "ten."

Ignore words such as "of" and "to" in filing.



SAMPLE ONLY

Subject Filing

This filing system is usually best for vocational teachers. File materials alphabetically or numerically behind subject matter guides, using color-coded labels to identify subject areas. For example, in Occupational Investigation you might use:

Self-Appraisal--Blue

Cluster Study--Yellow

Economic and Societal Factors--Green

Educational Planning--Orange

Student Records--Tan

General Management Records--Pink

Chronological Filing

This is usually used for filing correspondence, and it may be used in Occupational Investigation as a reminder file for day's activities, meetings, and reports. This reminder or "tickler" file may also be used as an aid to ensure that assignments and reports are completed on time.

PURPOSE IN DEVISING AND MAINTAINING A FILING SYSTEM

Organize instructional and teaching materials for:

- Standardizing and quick retrieval
- Reducing the "cluttered look" in class
- Preserving instructional materials and visual aids
- Keeping records and reports accessible for current and future use
- Removing out-of-date materials (e.g., if it hasn't been used in two years, remove it).

QUESTIONS TO ANSWER WHEN DEVISING AND MAINTAINING A FILING SYSTEM

- What materials should be filed?
- How should these materials be filed?
- Where will materials be filed?
- What equipment and supplies are needed?
- How can materials be color-coded?

PHYSICAL ORGANIZATION

THINGS TO KEEP IN MIND WHEN ARRANGING AN OI CLASSROOM

1. Store audiovisual equipment in a place not easily accessible to students or in a room which can be locked.

2. Locate work tables near supply cabinets, a student check-in point, and the teacher's desk.

3. The teacher's desk doesn't need to be in a prominent place.

4. If students use individual desks rather than tables, experiment with arrangements. For example, desks may be arranged in circles of four to six, in rows facing each other, rows at right angles, rows in "V's," all desks in one large circle (for special activities), or in a large "V."

5. If rectangular tables are used, experiment with various arrangements: V-shaped, T-shaped, large square, l large T-shape.

6. Have variety in room arrangement. It is often helpful to change bulletin boards and desk/tables arrangements when (1) changing units, (2) students seem bored or restless, or (3) discipline problems develop.

7. Allow an area for researching occupational information. One or two tables with chairs should be placed in an area where the Dictionary of Occupational Titles and other resource materials are kept. The area should be an attractive and interesting place for students to work.

8. An area where students may use filmstrips with or without cassettes may be made available. Planning this type of area is dependent upon having electrical outlets, proper equipment (e.g., individual previewers and earphones for tape players), and sufficient space.

9. A podium is highly desirable, especially when having guest speakers.

10. Create visual dividers for different activities. Visual dividers could include:

    - adjacent furniture turned in different directions
    - area rugs
    - bulletin board and poster displays

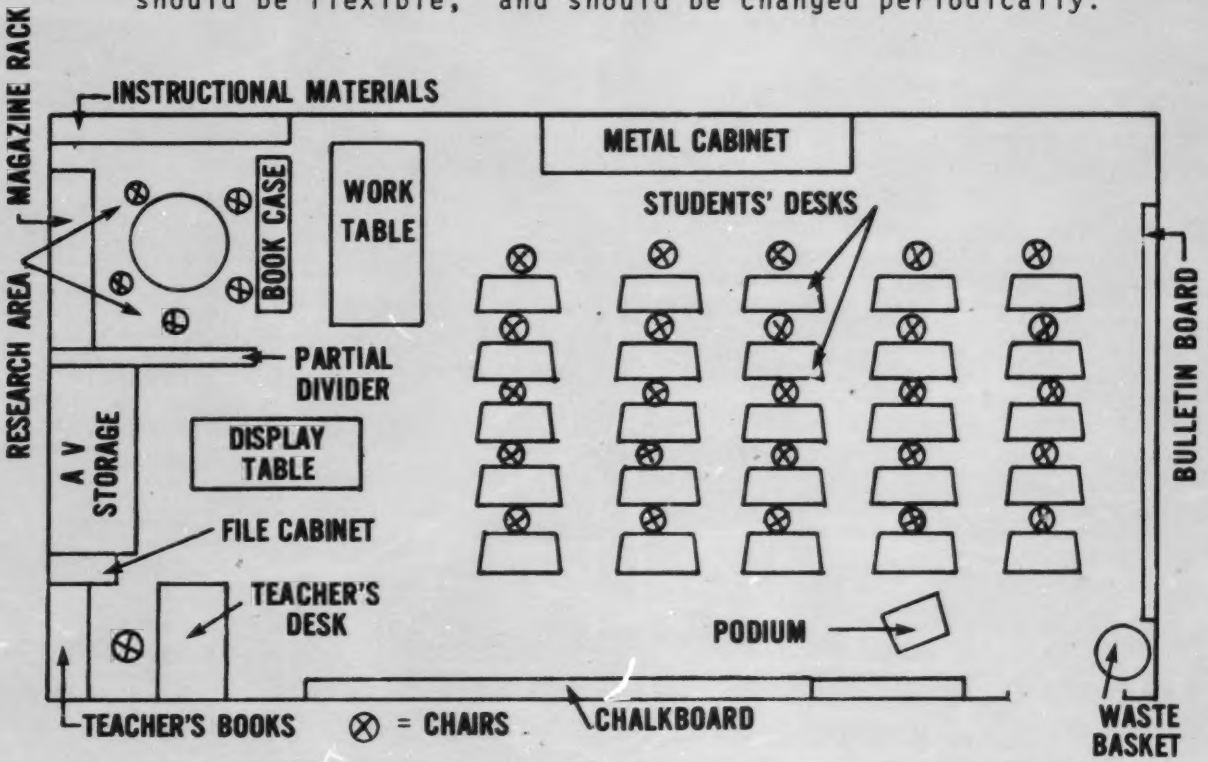
11. Use furniture as dividers:

    file cabinets to divide work table area from instructional area

    bookcases or movable bulletin board to divide research area from other areas

12. Keep a list of furniture and equipment in the room as well as a list of furniture and equipment needed. The two lists may include:

    1) One 4-drawer legal-size cabinet or two 2-drawer legal-size file cabinets
    2) Teacher's desk, preferably with locks
    3) Teacher's chair, swivel or roller
    4) Tables and chairs for students (Trapezoid-shaped tables are most versatile)
    5) One large work table
    6) Display racks or shelves for books, magazines, pamphlets
    7) One or two library-type tables for use in research area
    8) Large metal storage cabinet (if built-in facilities are inadequate or non-existent)
    9) Built-in or movable storage for supplies (paper, ditto masters, etc.), filmstrips and cassettes, records, and projectors, cassette players, camera. Any arrangement should be flexible, and should be changed periodically.



SAMPLE ONLY

CLASSROOM DECOR

Since paint color and furniture in most classrooms are beyond the control of the teacher, changes in decor must come from bulletin boards, plants, posters on walls, and interesting furniture arrangements. Although some items on bulletin boards will have to remain all year and some furniture cannot be moved, bulletin board background color, trim, and other accessories should be changed occasionally to keep students interested. If a neutral background color is used, only trim need be changed. Whenever possible, involve students in these changes.

USES AND TECHNIQUES FOR BULLETIN BOARDS

Efficient use of bulletin boards should be a high-priority item in an Occupational Investigation classroom. Bulletin boards can be instructional aids by being decorative, informative, and motivative. They can also be used to distribute student materials, such as worksheets and time cards.

A variety of background materials can be used for bulletin boards. In addition to the conventional solid-color paper, some possibilities include:

Burlap or other textured fabric. Since burlap is expensive, a neutral color that won't show soil should be used. Use it all year, changing trim as desired. This can usually be used more than one year.

Newspapers. Use a want-ad or business/stock market sections to back activities for Economic and Societal Factors unit. Instead of cutting out letters to pin or staple, use tempera paints for words or messages.

Collages of old posters or pictures. These make a good background for a small area bulletin board, which will even look good without anything on it.

Brown Wrapping Paper (or large paper bags). This makes a good background for a board focusing on Consumer and Homemaking Cluster. It is also a non-fading, inexpensive, neutral background for use anytime.

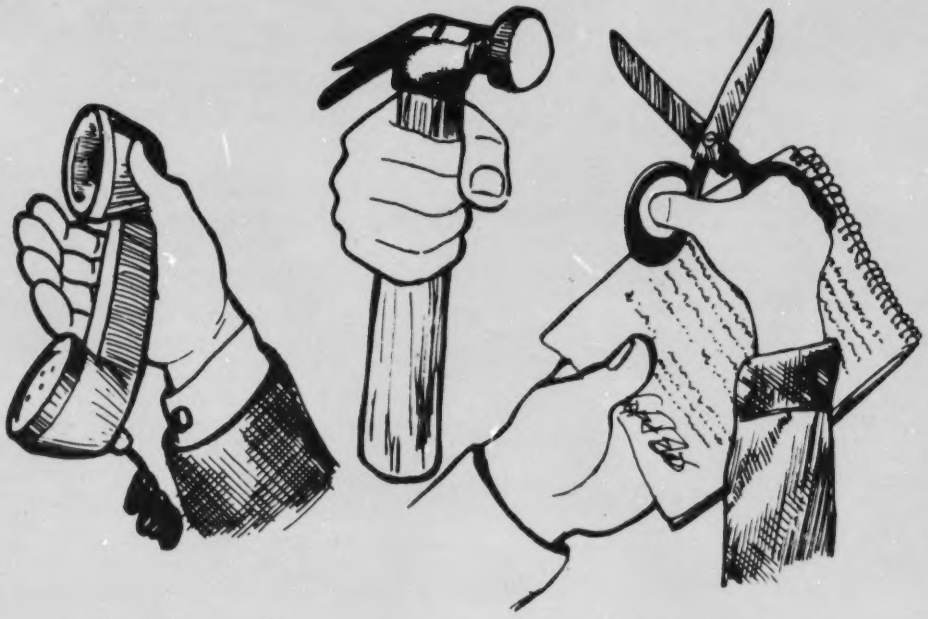
Wallpaper Samples. Books of wallpaper materials sometimes are available free, and the samples make an interesting background collage. They also can be used for cutout letters and for covering boxes to hold pamphlets, brochures, etc.

Magazine Covers. A collage of these can be made for a small board or small area of a large board.

Miscellaneous. Certain materials give an interesting three-dimensional effect to bulletin boards and should be gathered and kept available in a bulletin board "scrap" box. Included in this list are the following:

felt, leather, fur
string, yarn, scraps of wood
styrofoam pieces--flat squares, and especially those in peanut and shell shapes used as packing material
foam rubber
balsa wood
small items, such as switchplates, small paper bags, small pieces of wood, buttons

Most of these three-dimensional effects can also be used on posters.

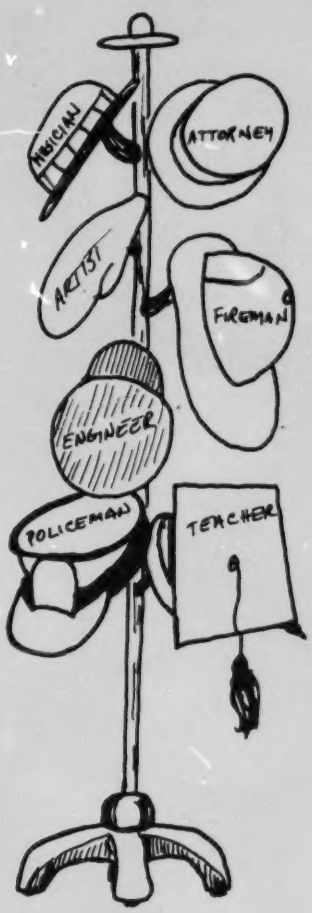


STUDENT INVOLVEMENT IN DECORATING BULLETIN BOARDS

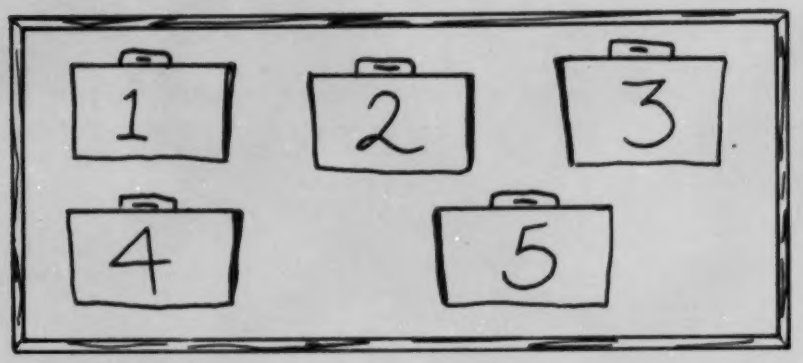
Students should be encouraged to present work done during a unit of study. Not only is student involvement facilitated, but publicity for Occupational Investigation can result. For example, at the end of a unit, have students either individually or in small groups create a bulletin board or wall display. They may use pictures from field trips and activities, as well as other materials gathered during the unit of study. Displays are excellent ideas for open house, career week, or National Vocational Education Week. One possibility is awarding extra points or treats to the class that comes up with the best bulletin board.

BULLETIN BOARD IDEAS

Bulletin board displays can stress any aspect of the Occupational Investigation process. A bulletin board may focus on the fifteen clusters or on one occupation within a cluster. Displays may represent some idea associated with a unit or may actually be used in an activity or project. The needs of the particular class will of course determine the selection of bulletin board ideas. Some ideas have been scattered throughout this chapter as examples of displays that have been used.



DISTRIBUTE CLASS ACTIVITIES--BULLETIN BOARD IDEA



Activities are placed in folders or envelopes stapled to board. Activities are numbered. Instructions for each may be stapled to front of envelope or folder.

MOTIVATIONAL BULLETIN BOARD IDEA

Names of 15 Occupational Clusters and Symbols

Paper Bag

VARIATION OF ABOVE

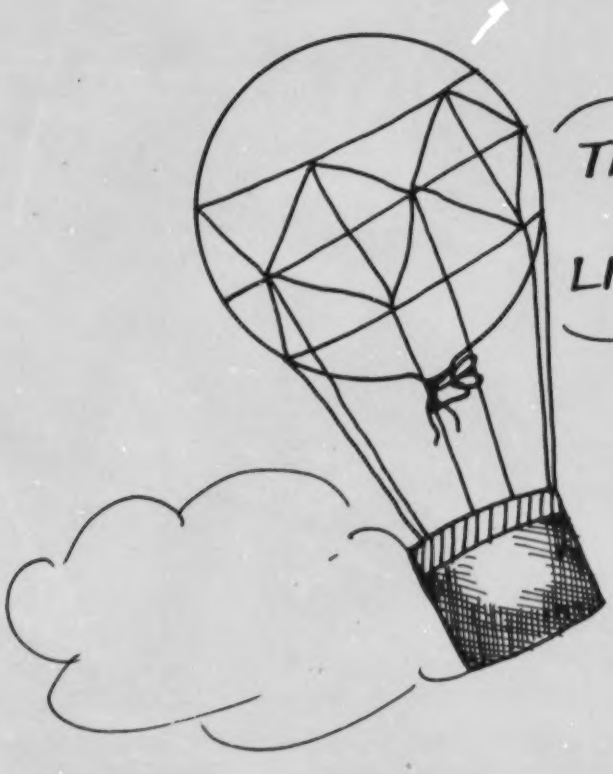
(Write 15 clusters on bags)

MOTIVATIONAL BULLETIN BOARD IDEAS

CLIMB

THE LADDER TO SUCCESS

Narrow Board? Try this, or paint on board and hang on wall



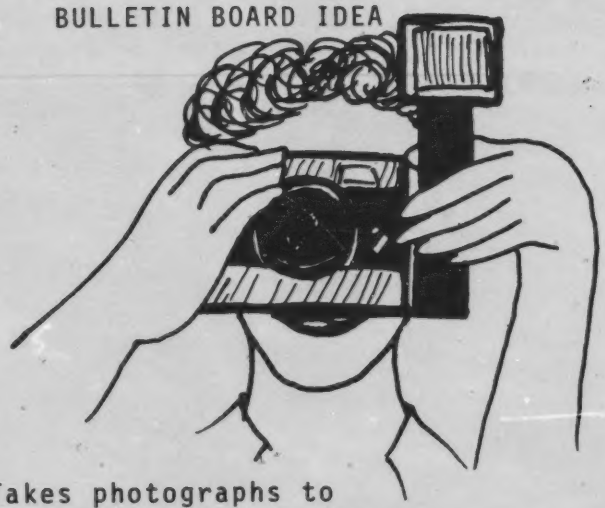
THE SKY'S THE LIMIT-----

WITH OCCUPATIONAL INVESTIGATION

FIFTEEN CLUSTERS BULLETIN BOARD IDEAS

Display the name of an occupation in a way that shows something about the work involved in that occupation.

BULLETIN BOARD IDEA



Takes photographs to illustrate stories

Prepares script for broadcast over radio or television station network

News Reporter

A COMMUNICATIONS OCCUPATION

A NEWS REPORTER SHOULD . . .

Interview, investigate, observe, and write news stories. Take notes, read publicity releases and copies of speeches to organize and write stories. Monitor police and fire radio communication. Use telephone to call in news items

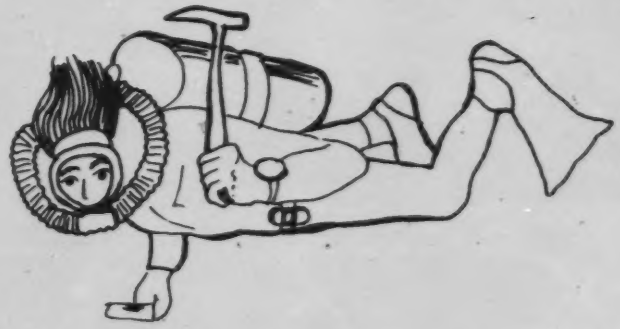
BULLETIN BOARD IDEA

DIVER

AN OCCUPATION FROM THE MARINE SCIENCE CLUSTER

A DIVER SHOULD . . .

Assist in constructing bridges, docks, and dams
Be able to use drills, cutting torches, welding equipment, and power tools
Be a high school graduate
Lay communications cables
Have excellent health



A DIVER MUST . . .

Begin as a diver "tender"
Have diving training and construction experience

A DIVER MAY . . .

Make maps of ocean currents and ocean bottoms
Be a photographer
Be either a skin diver or commercial diver, or both
Do research for industry
Search for lost ships or places

CHAPTER V

ALTERNATE INSTRUCTIONAL METHODS

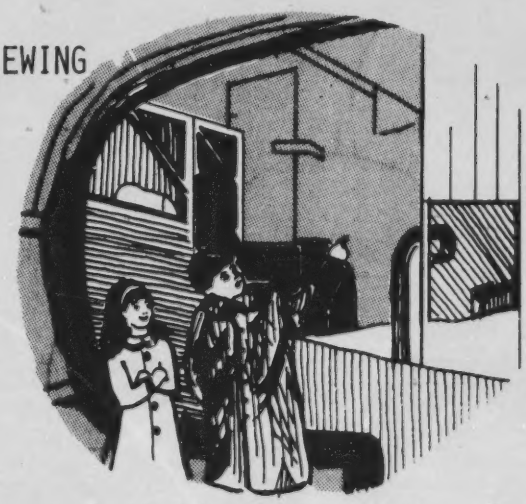
INTRODUCTION

As Occupational Investigation teachers plan for a new school year, they need to consider what innovative activities they can use to stimulate student creativity and maximize learning experiences. This chapter deals with several suggested activities teachers can consider.

For example, interviewing people in the working world allows students to acquire skills in asking questions and responding appropriately to the questions of others. Shadowing, a modified interviewing activity, allows students the opportunity to observe people during a normal work day.

Also, preparing for and taking study tours are vital to Occupational Investigation. Teachers should be able to introduce appropriate study tours into their curricula, especially when teaching the 15 occupational clusters. Guest speakers enable students to investigate the working world without leaving the classroom. Guest speakers could also be used during a "career day" involving the total school. Learning centers also can stimulate creative occupational investigation as well.

INTERVIEWING

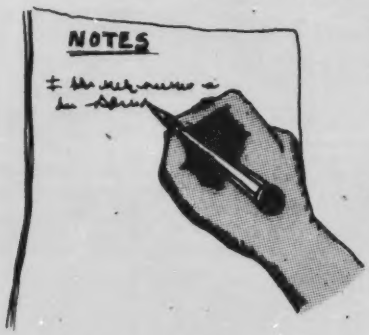


Students will learn how to obtain information by interviewing people in the community. Occupational Investigation teachers should teach interviewing techniques to equip students with a tool that will help them now and in the future.

TYPES OF INTERVIEWS

There are two types of interviews: individual and group. Individual interviews require the student to have more skill and confidence than are needed in the group interview. In individual interviews, two or more students may interview the resource person, dividing questions equally.

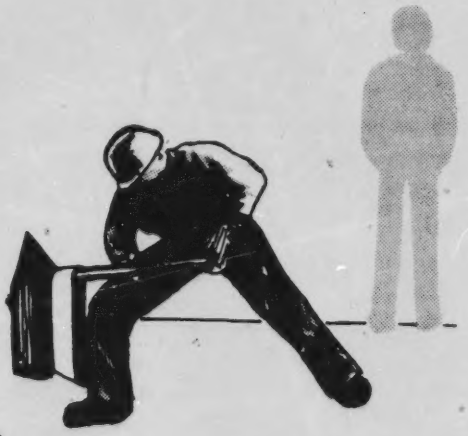
Use pictures to demonstrate to students the types of interviews. Discuss the differences between individual and group interviews. Reinforce this activity by allowing students to watch a variety of talk shows on television and/or listen to interviews incorporated into some radio programs. Discuss these in terms of types of interviews conducted.



NOTE TAKING: This skill will enable the student to take accurate notes during an interview. Have students take notes while they are watching a talk show on television or listening to an interview on radio. They can also interview a friend and take notes, or take notes during a class discussion. Talk about any problems they encountered during their note-taking activities. As an alternative strategy, students can use cassette recorders to tape interviews.

SHADOWING

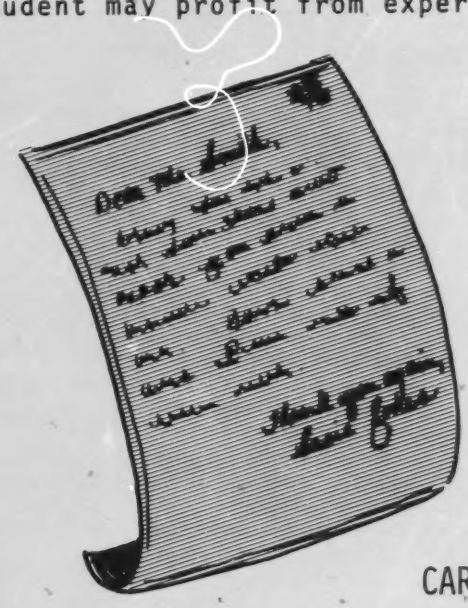
Shadowing is similar to the interview except the student observes the resource person for a specified time in addition to interviewing. This activity has two main purposes: to aid the student in understanding the everyday activities of the adult working-world and to investigate a specific occupation which may interest the student. There are four possible actions involved: research, interview, observation, and oral presentation.



STEPS IN SHADOWING

First, students select an occupation to investigate. Then they use various sources available from the library or the teacher. Next, they fill out activity worksheets. (See Appendix D.) The teacher or student will arrange for an interview with a person who works in the type of occupation that interests the student. Any information gained from the interview would be added to the activity worksheet. As an alternative technique, the interview may be incorporated into the shadowing. The teacher should contact the person who will be shadowed, discussing procedures and setting a date. Before the students participate in this activity, the parents must sign an activity permission form. Also, the firm participating in the "shadowing" should sign an agreement form for the school. (See samples in Appendix D.)

During the shadowing activity, the student will take notes to use in a second activity worksheet. (See Appendix D.) This worksheet should be filled out by the student along with a short report containing information gained from this experience. An oral report of approximately five minutes will be given by the student so that each student may profit from experiences of others.



Be sure each student sends a thank-you letter to the person shadowed.

CAREER STUDY TOUR

A study tour can be one of the most rewarding educational experiences of the school year for both students and teachers if it is properly planned. The following suggestions for planning a successful study tour are for Occupational Investigation teachers to adapt for theri own use.

EDUCATIONAL OBJECTIVES

The idea for a study tour usually originates with an instructional need or objective. If the teacher determines that the objective can be met most effectively by a study tour, the site for resources should be visited and reviewed by the teacher before the final selection is made.

During the review, the teacher may need to provide the staff at the tour site with information regarding the aims of the Occupational Investigation program. Study tours need to be career-centered, and students should be involved with more than one person. Opportunities for question and answer sessions should be planned.

After a particular site has been selected, it should be studied to see if additional objectives can be met during the same visit. However, it is a mistake to try to accomplish too much on a single visit. If students are exposed to a vast amount of information or are given insufficient time to understand what is happening, they may become confused rather than enlightened.

PLANNING

Once a site for the study tour has been chosen, there are five steps that will help to insure a smooth trip:

1. Secure administrative approval
2. Contact the resource
3. Arrange for transportation
4. Secure parental permission
5. Secure extra supervisory help, if needed

Administrative Approval--Any study tour which takes students from the school campus must be done within the framework of local school policy. Administrators will usually want to know the purpose of the tour, the place, date, and time of the tour, the length of time the students will be away from school, the cost, and the means of transportation before giving their approval for a study tour.

Contact the Resource--Most places that schools want to visit on a study tour exist for purposes other than public education. For this reason, the school will need to consider the needs and convenience of the resource to be visited. Details to be worked out with the resource-contact person include the purpose of the visit, the date and time of the visit, the length of the visit, the number of students that can be accommodated, and any special procedures required by the resource such as safety precaution or admission charge. A letter from the teacher to the resource is desirable to confirm the visit.

Transportation--The types of transportation available for study tours are often prescribed by school policy. Widely used are school buses, charter buses, and parent-driven automobiles. Arrangements for transportation should be made as early as possible because of the expense and amount of equipment involved.

Assign Special Jobs--Special jobs (such as photographer, recorder, monitor, reporter) may be assigned to students if these tasks are appropriate to the study tour and if the students are mature enough to do them. If the teacher plans to assign special jobs, students should be given as much notice as possible to adequately prepare and equip themselves.

FOLLOW-UP ACTIVITIES

Several follow-up activites will help make the study tour meaningful. If pictures or recordings are made during the visit, they should be presented to the class. In many cases student reports are also appropriate.

Sometimes a great deal of interest is aroused by a study tour, and many meaningful projects can be started as a result of this interest. However, neither preparatory nor follow-up activities should be allowed to turn the study tour into a chore rather than an exciting event.

A thank-you letter to the resource and to helpers on the tour will go a long way to insure future tours.

EVALUATION

After the study tour is completed, the teacher will find it valuable to take time to evaluate the tour. Were objectives of the tour met? Was the tour worth the time and expense involved? Is there another place that might have more educational value? Were facilities adequate? Was there a presentation by someone from the resource? Was the length of the visit long enough? Too long?

The answers to these questions, along with a brief description of what went on during the visit, will benefit greatly the teacher and other teachers if this information is kept in a reference file.

CAREER DAY/WEEK

Career Day/Week involves students, faculty, administration, parents, media, and the business community in a learning situation. It can be the most rewarding activity of the school year if carefully planned and implemented. The following information can guarantee a relatively trouble-free Career Day/Week if adapted to the needs of the individual school.

TYPES OF CAREER DAYS

The type of Career Day chosen should be considered with respect to concerns of the principal, needs of the students, availability of time and facilities, requirements of stated objectives, cooperation of the community, and interest of the faculty. The following types are given for consideration. Variations of these may be devised.

1. Resource persons in all classes for one period. Determine which period will be used and the number of classes in each subject area during that period. Then invite appropriate resource people. (See Sample Guide for Speakers in Appendix D.) Examples of resource people include the following:

   Typing--secretary, clerk typist

   Math--bank teller, carpenter, engineer

   English--news reporter (newspaper, T.V., or radio), proofreader, technical writer, business person

   Science--lab technician, research scientist, meteorologist, veterinarian, Health Department worker

   Social Studies--lawyer, judge, university professor

   This could be done for the entire school of for one grade level and is a valuable learning experience for any Occupational Investigation teacher. Students do not have a choice of what resource person they will hear in this type of career day.

2. Resource persons in all classrooms for two or more periods. This is the same as the first type except resource persons will remain for a longer time. If a resource person is assigned to every teacher, each student should hear a speaker for every class in which the speaker remains. Students hear a variety of resource people, but they do not have a choice.

3. Resource persons for two grade levels (e.g., seventh and eighth) for one period. Occupations covered would be based on results of a student survey (See Sample Student Occupational Interest Survey and Student Selection Sheet in Appendix D.) Students should choose the occupations they would like discussed.

4. Resource persons for two grade levels (e.g., seventh and eighth) for two periods. Additional work is required; however,this plan allows the student to benefit from hearing about two occupations while resource people are available. The "periods" referred to are not necessarily the same length as a regular class period in individual schools. The time may be adjusted to fit the needs of speakers and students of the principal so desires. (See Sample Career Day Schedule in Appendix D.)

5. Subject Matter--Related Career Day. The teacher will emphasize one subject area on one designated day. Most students will hear one resource person. This could be highlighted by a fair (e.g., Career Fair, Science Fair), displays, contests, assembly, or PTA program.

6. Industry-Related Career Day. Three or four resource persons from one industry (e.g., health, transportation, construction, banking, data processing, sales, etc.) are invited to make a presentation to a group of 50 to 60 students who have indicated an interest in that industry. After the initial presentation, the group is divided into the same number of small groups as there are speakers to allow for discussion and questions. One student in each group should see that questions are asked and discussion is started. However, carefully chosen speakers will usually keep the discussion moving. Each student attending should receive permission from the teacher whose class will be missed. If interest is high enough among students, this event could be repeated once or twice the same day with the same speakers, if their time is available.

7. Career Week. This event should include one of the types of Career Days, but also at least two or more related activities. (See Related Activities in Appendix D.) A program of the week's activities should be written and reproduced for distribution at the beginning of the week. If publicity from local news media is desired, information in the form of news releases should be made available regularly. The publicity campaign should be initiated as soon as dates for the Career Week are known, and should be continued until one week after the event.

PITFALLS TO A SUCCESSFUL CAREER DAY

1. Speakers who forget their commitment to Career Day. Out of 30 speakers, one should anticipate that there will be one or two "no-shows" or last-minute cancellations. If possible, two or three advisory committee members should be on hand, prepared to substitute.

2. Absent students. The student who has been absent for the last week and did not fill out a student selection sheet will not have a "ticket" to hear a speaker. Arrangements should be made for these students to be sent to one specific place where they will be given a ticket to hear a speaker who did not have a full audience. They may attend a pre-arranged alternate activity--perhaps a speaker from the Texas Employment Commission on how to find jobs.

3. Speakers needing AV equipment at last minute. Have the media librarian ready to send equipment on short notice.

4. Issuing speaker invitations. Faculty members should be asked to submit to the committee names of persons they think would be good speakers for students. However, all invitations should be issued from the chairperson, co-chairperson, or advisory committee members in a coordinated effort to obtain the best possible persons to be guest speakers.

5. Ethnic group representation. Every effort should be made to have all ethnic groups and all occupational levels (blue collar, managerial, professional, technician, etc.) represented.

EVALUATING CAREER DAY

To determine the effectiveness of Career Day, evaluation forms (Appendix D) may be used. Information gained from an evaluation will be useful in planning future Career Days. For a comprehensive review, evaluations should be secured from students, speakers, and teachers who were involved in the day's activities.

GUEST SPEAKERS

Guest speakers also can contribute to instruction as resource persons on Career Day. Speakers may be called upon at any point during the course to present new materials or reinforce other learning experiences. Generally, guest speakers may be viewed as experts in their fields who supplement information that can be provided by an individual teacher. Use of interesting and dynamic speakers can add "spice" to any topic area while increasing the breadth of student experiences. The following information may be included in a speaker's presentation:

- daily routine of the occupation in addition to exciting or glamorous aspects
- requirements of the occupation and related jobs
- personal satisfactions from the occupation
- job dislikes
- relationship between the occupation and the speaker's lifestyle
- salary range and job benefits
- importance of punctuality and good work behaviors
- importance of high school graduation

LEARNING CENTER

A learning or career resource center can be a valuable resource for students, parents, and the Occupational Investigation teacher. The center can facilitate individual career exploration and education by providing current, accurate, and readily understood occupational information. The learning center may also provide a link between classroom instruction and continuing investigation by students.

A learning resource center can be established in any Occupational Investigation classroom. A section of the room should be identified as the "center" and stocked with available resource materials. Furniture, room dividers, file cabinets, book shelves, and other equipment may be used to isolate and organize the area for efficient use. Ideally, tables, chairs, and other furniture should be arranged to allow quiet, self-directed study. The center should be attractively decorated so that it is a fun place to engage in career development activities.

Many types of resource materials may be included in the center, including reference books (e.g., Dictionary of Occupational Titles), career-oriented magazines, brochures, pamphlets, career games, film strips, and audio-visual equipment. Regardless of the types of available resources, they should be organized and presented in such a manner that minimal teacher direction is required. Instructions for using some materials may be presented on posters or bulletin boards. The teacher may wish to devote a class period to explaining use of the learning center. Students should be encouraged to maintain the center in good working order so that it is always available to interested persons, and various management strategies may be applied to insure that the center is efficiently and effectively used. For example, materials may be checked out as if the center were a lending library. Also, students may participate in a point or incentive system in which they earn opportunities to play career games by completing certain assignments. The center may be used in a variety of creative ways.

OTHER METHODS

Two alternative instructional methods may be used to enrich the Occupational Investigation program: Career Journal and Slide/Tape Presentation, both of which increase student involvement in the learning process.

CAREER JOURNAL

The following information explaining the process of keeping a Career Journal may be included in a handout for students. The aim of this activity is to encourage students to become aware of sources of career information.

Student Objectives

- To become acquainted with techniques of talking to people about their occupations
- To develop knowledge about different kinds of jobs
- To become aware of the importance of all work
- To learn to use the daily newspaper as a source of the most up-to-date information about people and their jobs

Contents of Career Journal

- Title page
- Ten different occupational interviews
- At least ten different occupational newspaper articles labeled with the occupational title each represents
- List of questions used in interview (copied from list below)
- Any other career material you wish to include
- Your evaluation of the project: in your words, a paragraph telling how well this project met the four student objectives

Interview Instructions

Begin by interviewing family members or close family friends. Setting an appointment for the interview will give the interviewee time to think about what information will be interesting.

The following questions may be used as a basis for the interview. As you gain experience, you may want to ask other questions, but NEVER ask what the person's salary is or other personal questions. Take notes as the person answers the questions or record the interview.

- What is your occupational title, and where are you employed?
- Why did you choose this career or occupation?
- What training or education was required to obtain your job?
- What are your duties on the job?
- What do you like best about your occupation?
- What do you like least about your occupation?
- Do you have any fringe benefits? If so, what?
- Have you held other jobs? Name some, please.
- Why do you feel your job is important?

You may ask additional questions. The interview should be written neatly as soon as possible in one of the following forms (one interview per page): paragraph, question and answer, or clearly written answers if questions are written at the front of the journal following the title page.

SLIDE/TAPE PRESENTATION

The following activity may be used to involve students in a wide range of occupational investigations. The information about the activity is presented in activity sheet format so that it may be quickly adapted to student handout format.

Objective: Students will prepare slide/tape presentations.

Approximate time: Two weeks

Materials:
1. Unruled white paper
2. Pencils
3. Transparency film
4. Five cassette tapes
5. Tape recorder
6. Plastic slide carrier frames
7. Slide projector

Procedure:
1. Divide the class into five groups. Each group will be responsible for one presentation.
2. Explain to students that first they must decide exactly what information they want to include. Then they will be ready to prepare a written script.
3. After preparing a script, students will draw pictures to represent the information they included. The pictures must be drawn with pencil on unruled white paper and must be small enough to fit slide carrier frames.
4. The teacher will collect the pictures and transfer them to transparency paper, using a copying machine.
5. The students will then cut out the pictures and put them in slide carrier frames.
6. Students will tape their scripts, adding such things as background music or sound effects to make the presentation interesting.
7. When groups of students have completed the assignment, they will present it to the class.

Suggested Topics:

1. Five Occupations in a Particular Cluster
2. Do's and Don'ts on a Job Interview
3. Information About One Occupation
4. What Is Social Security?
5. Non-traditional Occupations for Women
6. Apprenticeship Programs

SUMMARY

Several alternative instructional methods--from "shadowing"--to study tours--to use of a learning center--may be used to extend the teacher's flexibility, as well as to increase student involvement and creativity while expanding occupational horizons. Innovative instructional methods, when properly planned, present excellent opportunities for student career development.

CHAPTER VI

CLASSROOM MANAGEMENT

Classroom management refers to those techniques used to maintain a smoothly functioning program. As in any business system, methods which allow workers to operate at optimum efficiency must be devised and used.

In most classroom situations, the amount of learning in an Occupational Investigation class is directly related to the discipline that is maintained. The materials contained in this section are designed to involve students in managing activities to minimize discipline problems.

BASIC COURSE OUTLINE AND UNIT TEACHING TIME SCHEDULE

The following time allotments for each unit are suggested. It is also suggested to infuse self-appraisal into all other units. Occupational CLusters lends itself to be infused into other areas or take a separate area. It is expected that each teacher will make whatever adjustments are necessary to meet the students' needs in the individual school.

UNIT	Weeks Alloted Per Weeks Taught			
	12	18*	24*	36*
Self Appraisal	2	3	5	6
Economic and Societal Factors	3	3	6	8
Occupational Clusters	5	9	10	18
Educational Planning	2	3	3	4
TOTAL	12	18	24	36

*When teaching longer courses, it is recommended that the total time allotment for each unit be spread over the entire period. For example, in the 24-week program, the Economic and Societal Factors unit might be taught in two "sub-units" of three weeks each or three "sub-units" of two weeks each, never all six at once.

SAMPLE COURSE OUTLINE

_____ QUARTER 12-Week Plan

Week	Content	Dates
1		
2	Self Appraisal	_____
3	Self Appraisal	_____
4	Economic and Societal Factors	_____
5	Economic and Societal Factors	_____
6	Economic and Societal Factors	_____
7	Occupational Clusters	_____
8	Occupational Clusters	_____
9	Occupational Clusters	_____
10	Occupational Clusters	_____
11	Educational Planning	_____
12	Educational Planning	_____

In-service days _____

Holidays _____

NOTE: This is an example only--it has been found that a variety of interspersed activities is very effective. It is suggested that not all Economic and Societal Factors and Educational Planning be taught in single blocks.

This same form may be used to outline the course for 18, 24, or 36 weeks by using more sheets. In these longer courses of study, all units should be broken into two or more shorter blocks of time to better meet the needs of students.

GUIDE TO LESSON PLANNING

The form used for lesson plans usually differs from district to district and school to school. However, the following outline can be used as a guide in planning lessons for Occupational Investigation.

A. Unit
B. Topic
C. Objective(s) to be accomplished
D. Teacher Preparation

1. References (where appropriate)
2. Materials needed
3. Community resources
4. Audiovisual equipment (if needed)

E. Teacher Presentation

1. Demonstration Activities
2. Information to be given to students
3. Questions and answers to stimulate discussion

F. Student Application

1. Student learning activities
2. Student presentation (where appropriate)

G. Evaluation

1. Tests (when appropriate)
2. Skills to be demonstrated

USING A PLANNING GUIDE AND DAILY PLAN SHEET

These forms are provided to aid more effective, efficient lesson planning. They may be reproduced or adapted to better suit individual needs and situations.

Planning Guide. One of these should precede each week's daily planning sheets. It is an outline of the week's activities and may be completed several weeks in advance, even 12 weeks at a time if the teacher so desires. From the planning guide, daily lesson plans are made in detail. (See sample in Appendix E.)

Daily Plan Sheet. The success of any activity is directly related to the planning preceding it. The basic elements of a good lesson plan are included on this form. A "Thought for the Day" placed on the board for students to copy in a notebook when they come into the room each day allows the teacher time to check roll and attend to other preliminary duties. Discussion of the "Thought" can be a motivator for the activities of the lesson if the "Thought" is chosen with this in mind. Listing equipment and materials well in advance of the lesson serves as a reminder to request audiovisual aids (if needed) and to reproduce any necessary forms or handouts. Keeping a list of absent students on the Daily Plan Sheet allows the teacher and the absent student to see exactly what was missed and what should be made up. (See sample in APpendix E.)

Copies of handout materials, questions for discussion, and notes for lecture should also be placed in a looseleaf notebook with each lesson plan.

CLASSROOM MANAGEMENT METHODS

Innovative and creative methods for increasing student involvement and responsibility for class assignments should be explored. Classroom management methods which teach or reinforce skills needed in the world of work are important.

The teacher can motivate students to actively pursue occupational investigations by varying classroom management techniques. Interesting activities and creative management strategies will result in greater individual involvement and fewer discipline problems.

The teacher should consider the abilities of students to complete routine classroom management tasks. Then the teacher will be free to pursue innovative instructional strategies. Models and activities are presented in this chapter to assist Occupational Investigation teachers in course planning and organization.

TIME CARD PAYROLL SYSTEM

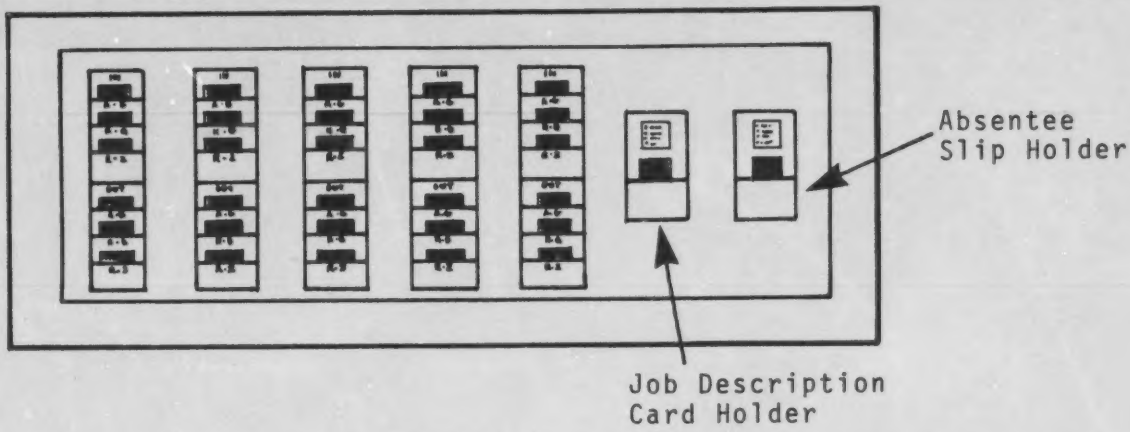
The class should be organized like a business so every student has a responsibe job and is rewarded for participating in the business or obeying classroom rules.

The teacher will need specific materials previous to beginning this management system. These materials consist of the following:

- Set of time cards--3 x 5 index cards cut to 3 x 2 1/2 for class time cards
- Time card holder--one per class, color-coded
- Set of job descriptions--typed on 3x5 index cards
- Job description card holder--placed on bulletin board
- Set of absentee slips--typed on 3x5 index cards, perhaps a different color than time cards
- Absentee slip holder--placed on bulletin board with instructions
- Project pay scale form--a handout for bookkeeper
- Paychecks--sufficient forms for class

Procedures. All students are assigned a job by the "company president" (teacher). Jobs are assigned from those included in the job description cards. After students are assigned jobs, they borrow and read the description cards for their specific assignments. These cards should be located in a holder and in the absentee slip holder. (See examples.) Jobs are rotated every two weeks so students may learn more than one job. Only one person assumes a given job at a time; however, pollution-control officer positions are taken by those who do not have another job.

Time Card Bulletin Board Example



Since this board will probably remain up all year, choose a neutral background paper and change trim color and letters to "spruce up."

Each school day, the student is given a time care (See sample in Appendix E.) and will write the date under "In" and "A," "B," "C," etc. under the "Job" section of the card to indicate the day's assignment. (See example.) If a student is absent, the "attendance supervisor," with the company president's (teacher's) approval, records the date on the proper line under the "Out" section of the time card. The supervisor records the student's name on an absentee slip and transmits the form to the teacher. Blank absentee slips are stored in the appropriate holder on the bulletin board.

When a student breaks an established classroom rule, a mark or "dock" is recorded by the company president in the upper right-hand corner of the time card. The number of docks determines amount of "pay" the student will receive. The pay scale below is a sample that could be used by the bookkeeper to compute the bi-monthly paychecks.

Project Pay Scale

Docks	Gross Pay	Income Tax	Social Security	Net
1	$100.00	$15.00	$6.05	$78.95
2	95.00	14.25	5.75	75.00
3	90.00	13.50	5.45	71.05
4	85.00	12.75	5.14	67.11
5	80.00	12.00	4.84	63.16

The paychecks are given every two weeks when time cards are changed. The teacher may assign a student a non-taxable "bonus" of either $10 or $20 during each pay period. The bonus will be indicated by a "✓" in the right-hand column of the time card. The bookkeeper completes paychecks for all students based upon the following model:

(Name of school) Docks _____
Occupational Investigation Date _____

Pay to the
order of _____ $_____

_____dollars.

For _____ _____
(teacher's name)
NOT VALID WITHOUT SIGNATURE

The company president (teacher) distributes checks and explains that the pay will be converted into a number grade. For example, if a student is paid $71.05, the grade of 71 will be assigned. The grade counts for two daily grades.

STUDENT ASSISTANTS

The purposes for utilizing students as assistants are:

- To discover skills and aptitudes needed for certain kinds of jobs
- To develop responsibility for completing a task
- To realize importance of all jobs
- To develop pride in the classroom

By assigning routine "chores" to students, the Occupational Investigation teacher will have more time to devote to students who need individual attention. The teacher should make a list of class and other school jobs with their descriptions.

Students may work in the Occupational Investigation (O.I.) classroom, or they may work for another faculty or staff member. Students may work full-time (all class period) or part-time (part of each class period of full class period, two or three days a week). In all cases, students should fill out evaluation forms when jobs are completed or at the end of each grading period. (See sample form in Appendix E.) If students are assigned full-time outside the O.I. classroom, give them two or three days to complete the form.

If students are to be assigned to work in areas outside the O.I. class, they should complete an application form, be screened by the O.I. teacher, and sent for an interview with the person for whom they will be working.

Suggested Student Jobs

Occupational Investigation Classroom	Other Areas
Peer Tutors	Peer Tutors
Librarian	Library Asst.
AV Operator	AV Asst./Operator
File Clerk	Counselor's Office Asst.
Monitor	Attendance Office Asst.
	Registrar's Office Asst.
	Nurse Assistant

Faculty and staff in the building who wish to "hire" Occupational Investigation students should write a job description for the O.I. teacher to use when screening students for positions; this aids in making the situation realistic for the students. Students should help write descriptions for classroom jobs. Students hired to work with audiovisual equipment (school or O.I. equipment) should be trained. Then they should demonstrate its use before they are allowed to use the equipment without strict supervision. This method could be used for extra credit when students have completed their assignments.

CONTRACTS

A contract aids students in developing responsibility for their behavior and time management. The O.I. teacher gives the student a blank sheet of paper and an outline of what a contract should contain. (See sample outline in Appendix E.) The student, with the teacher's help, should write a sample contract. The teacher and student must agree to the terms of the contract and sign it. If the contract is violated, sanctions should be stipulated on the contract.

INDEPENDENT INSTRUCTION

This instructional method is expecially effective with groups of low-ability or low-medium-ability students, and is a discipline aid for the teacher. Students have a feeling of achievement as they complete one activity, have it certified by the teacher, and move to the next activity. This method allows for individualizing instruction, if needed.

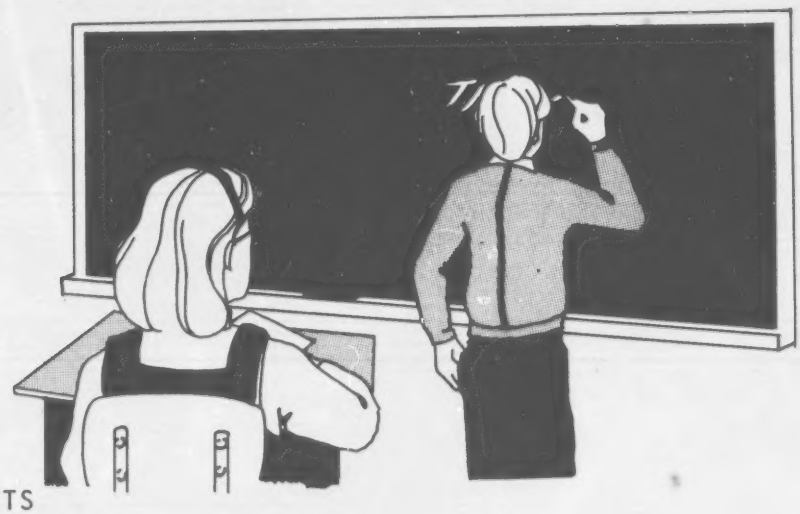
The teacher and the student have a flow chart of activities for one month or unit. As the student successfully completes each activity, the teacher initials both charts; no grades are given. Each activity is either satisfactorily completed or not. As a motivator, there should be a "fun" or rewarding activity every eight to ten activities. Peer pressure and a sense of competition can also be motivators with this method.

WARM-UP ACTIVITIES

Warm-up activities involve students in quiet, worthwhile activities while the teacher checks attendance and performs other administrative duties at the start of each class. Students will need folders or notebooks.

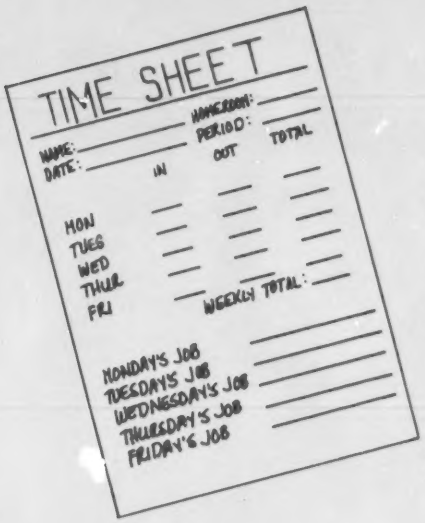
Students enter the classroom and take their notebooks to their desks. They should copy information into their notebooks from a transparency on the overhead projector or from the chalkboard.

- three or four vocabulary terms related to working experiences
- vocabulary terms used in each cluster
- vocabulary terms used in employment
- suggested questions to ask guest speakers
- suggested ideas to look for in viewing films/filmstrips
- "thought for the day"
- assignment and list of activities for the day



TIME SHEETS

This activity will aid students in learning how to correctly record time on a time card plus keep a record of class activities. The O.I. teacher should give the students time sheets (See sample in Appendix E.) to keep in the front pockets of their folders. The teacher should write assignments and activities on the chalkboard for students to copy in their folders. Worksheets for the week should be in a box that is accessible to students.



Students must sign in and out each day on the time sheet. At the end of each week, students must figure total time in class for each day, then total time for the week. Any day the student is tardy, he/she must mark a "T" beside "Time In" for that day. If a tardy is not marked (the teacher keeps a record on attendance cards), the tardy counts double. If a student is absent, he/she must copy assignments missed from another student and complete any worksheets as indicated on assignments.

Time sheets are turned in each Friday. Anything that is not complete results in a one-letter-grade deduction.

PAYROLL SYSTEM OF GRADING: MOTIVIATION THROUGH POINTS AND PAY

This method involves students in a lifelike, "real" situation of working for pay. The teacher needs to prepare a checkbook for each student, with checks and deposit slips placed in a stiff cover with the student's name on it.

The teacher should prepare instructions for students for the following areas:

- Writing checks
- Endorsing checks
- Filling out a deposit slip
- Keeping a deposit record
- Keeping a check record

Weekly work sheets listing activities students must complete before they become eligible to earn overtime should be prepared. (See sample in Appendix E.) An overtime list should be available for students along with a list of student jobs and job descriptions that are needed for a successful payroll system.

Class organization. The class should be organized as a business. The teacher should assign the following jobs to students:

- Attendance Clerk
- Payroll Clerk
- Folder Distributor
- Bank Clerk/Teller
- Bookkeeper

Job descriptions should be written on 3" x 5" cards and placed in card holders for students to refer to when they have received their job assignments. Students should be rotated in and out of these jobs approximately every two weeks. The O.I. teacher is always Chairperson of the Board.

Weekly Work. Weekly work sheets are handed out every Monday. (See sample in Appendix E.) As students complete each activity, they place it in a folder. All activities should be completed by Friday and placed in a folder. Work should be completed in class unless the teacher has given students permission to take the activity home. Required activities must be completed before overtime work may be assigned. Points earned by each student are posted in the teacher's notebook. Records may also be posted on a wall chart, if desired.

Points. The teacher should have approximately 10 activities worth 10 points each (on a weekly sheet). One activity that should be included is attendance (two points per day).

Pay. Pay is determined by the total number of points accumulated plus points accumulated during the week.

Payday. On Tuesday of each week, pay is figured by "pay clerks" from information posted by the "bookkeeper." Payroll clerks also prepare checks for the sginature of the board chairperson. Checks should then be distributed to the student "workers." (See samples in Appendix E.)

Banking. On Wednesday, students should deposit their checks in the "bank" with "tellers" (bank clerks) who record amounts credited to the students.(See sample in Appendix E.)

Individual students are responsible for keeping their paychecks unitl Banking Day. No duplicates will be issued for lost checks.

Spending Money. At the end of the term, an auction will be held. Articles brought by students, teachers, and from any other course will be auctioned. Selection of articles to be auctioned should be considered with respect to the students' social and economic backgrounds and ages. Only money earned and listed on deposit may be used to purchase articles at the auction.

When a student purchases an article at the auction, he/she writes a check for it and deducts the amount from the check record.

Grades. Grades are determined by the total number of points accumulated. Each teacher must determine what scale to use. Listed below is a sample scale for a 12-week grading period:

0 - 499	F
500 - 599	D
600 - 899	C
900 -1199	B
1200 -1400	A

ALTERNATE PLAN

This method may be modified to consume less time and effort for the O.I. teacher. Listed below is a modified plan of the payroll system:

Each day students attend class, they receive minimum wages. If a student is absent, he/she will not be paid for that day. Students receive "overtime pay" for their grades ($1 per point of their grade). For example, if the grade is 90, it would be recorded as $90 overtime. The teacher may deduct pay for misbehavior.

Overtime pay may be given by the teacher for extra work, good attitude, and good behavior in class. Social Security and withholding tax should be deducted on the students' checks.

The students receive a check at each progress report card time (average their grades). Students are responsible for keeping their paychecks until "Auction Day," when they should have both checks. They are allowed to bid on any article, buy they may not bid any amount over the amount of the two checks totaled. If they lose one of their checks, they may bid up only to the total of their one check.

SUMMARY

By varying classroom management techniques, the teacher can motivate students to actively pursue occupational investigations. Interesting activities and creative management strategies will result in greater individual student involvement and fewer discipline problems. If the teacher takes into account the abilities of students to complete routine classroom management tasks, the teacher will be free to pursue innovative instructional strategies. Some models and activities were presented in this chapter to assist Occupational Investigation teachers in course planning and organization.

CHAPTER VII

EDUCATIONAL OPPORTUNITIES

INTRODUCTION

An important step in the occupational investigation process is educational planning. As students explore occupations and begin to make tentative career choices, developing awareness of educational opportunities becomes increasingly crucial. A unit of activities designed to increase student competencies in planning and decision-making was developed as a component of the project which yielded this handbook. However, the Occupational Investigation teacher should also have quick access to basic educational information. Therefore, the requirements for high school graduation and the descriptions of vocational programs in Texas are included below.

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

1. Graduates of each high school are awarded the same type of diploma.

   The transcipt, rather than the diploma, records individual accomplishments, achievements, and courses completed.

2. All students must complete at least 55 quarter units of credit, or equivalent, to receive a high school diploma.

   The required 55 quarter units include the following specified subjects:

   English (nine quarter units).
   World History or World Geography Studies (three quarter units).
   American History (three quarter units--includes the second year of a two-year program begun in Grade 8).
   American Government (two quarter units).
   Mathematics (six quarter units).
   Science (six quarter units).
   Physical Education (five quarter units).
   Health Education (two quarter units).
   Electives from the "List of Approved Subjects and Courses, Grades 7-12" (19 quarter units).

3. Courses taught as a part of the basic graduation requirement in grades 7-12 follow titles, credits, prerequisites, and time allotments found in the "List of Approved Subjects and Courses, Grades 7-12."

   Schools desiring to develop courses not on the "List of Approved Subjects and Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year. A description of the teacher's preparation and qualifications for teaching the course must be submitted.

Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum 55 quarter units required for high school graduation under two conditions:

(a) if the course has been approved and taught once; and

(b) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

4. The graduation requirement in mathematics must be fulfilled by credit for any six quarter units from the "List of Approved Subjects and Courses, Grades 9-12." Local board policy ensures that the school will assist the student, with parental approval, in selecting the courses appropriate to fulfilling needs in moving toward educational goals.

5. The science requirement of six quarter units may be fulfilled in one of the following ways:

Completion of six quarter units of science taught by the laboratory method selected from the science courses for grades 9-12.

Completion of 130 clock hours taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 55 basic high school quarter units required for graduation), and three quarter units of science taught by the laboratory method from the science courses for grades 9-12.

6. Driver Education may be offered to students who are 15 years of age, but may not be one of the basic 55 quarter units required for graduation.

Driver Education, if offered, is available for all students 15 years of age or older.

The course is scheduled and taught in compliance with the Standards for an Approved Course in Driver Education in Texas Schools, adopted jointly by the Texas Education Agency and the Department of Public Safety, 1970.

The appropriate curriculum guide is required for the type of instruction being given. The guides are:

Curriculum Guide for Driver Education
Curriculum Guide for Simulation and In-Car Instruction
Curriculum Guide for Multi-Car Driving Range

Each of the guides is published by the Texas Education Agency, and the latest revision is to be used.

Instructors are scheduled to teach no more than six hours each day, including class, in-car instruction, and other subjects.

7. The requirement in Health Education and Physical Education should by completed by two quarter units in Health Education and five quarter units of Physical Education, according to the approved State description of courses.

   Students are classified for physical education on the basis of health into one of the following:

   Unrestricted--not limited in activities.
   Restricted--excludes the more vigorous activities.
   Adapted and remedial--specific activities prescribed for students so classified as directed by a physican licensed to practice in the state of Texas.

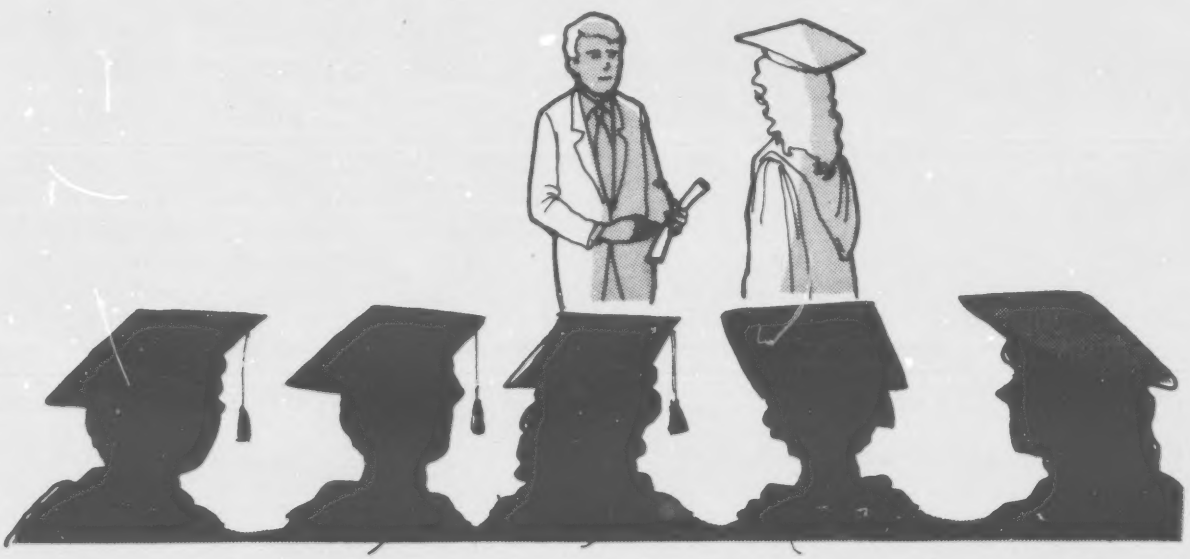
   The district may develop a plan, approved by the board of trustees, which allows individual students to be graduated without fully meeting the physical education requirements. This plan should not waive the requirement for two quarter units of Health Education. (Effective scheduling minimizes the necessity for using this alternative.) Such a plan provides that:

   Such students are participating in courses or activities that contribute to physical fitness, such as band, cooperative vocational programs, and vocational shop programs.

   A student who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

   The permanent record of the student includes the alternative courses taken.

   No units of credit are given in physical education to students participating in this plan.



VOCATIONAL PROGRAMS

A number of vocational education programs are available to students in the State of Texas. Such programs present excellent alternatives to students who do not wish to pursue a college preparatory course of studies. These programs are described in detail in Program Standards for Vocational Education in Texas, a Texas Education Agency publication. Brief descriptions of the programs are provided below for teacher reference.

VOCATIONAL AGRICULTURE EDUCATION

This program is designed to provide the skills and knowledge needed by secondary school students who wish to enter production agriculture on farms or ranches. The program also offers opportunities for cooperative part-time training and pre-employment laboratory training in one or more of the following agricultural subjects: animal science, plant science, soil science, agricultural mechanization, farm and ranch management, agricultural leadership, and agricultural resources development. The program in production agriculture provides instruction for a minimum of three years and a maximum of four years. The cooperative part-time and pre-employment laboratory training programs offer instruction for not less than one school year nor more than a two-year period. Class schedules, high school credits, course sequences, student selection, and other administrative concerns are described in the Program Standards.

AGRICULTURE-RELATED COORDINATED VOCATIONAL ACADEMIC EDUCATION

This program is designed for students who possess academic, socio-economic, or other handicaps that prevent them from succeeding in traditional education programs. The program attempts to meet the special learning needs of the students through a combination of vocational and modified academic instruction. In order to facilitate the rapid development of employment potential, the students receive basic academic instruction in the fields of math, science, English, and social studies while learning a salable vocational skill. The students also are supported by specialized guidance and counseling services including psychological and aptitude testing. Students who complete the program will be prepared for semi-skilled occupations in several families of jobs in the agri-business cluster. This Coordinated Vocational-Academic Education (CVAE) program also prepares students to enter regular high school vocational programs.

Criteria for student selection for the program are the basic eligibility requirements for entry into other CVAE programs.

- Students must be one or more years below normal achievement in academic coursework.

- Students must be at least 14 years of age.
- Students must be able to profit from the program.

Eligible students often have some of the following characteristics. They may be low- or under-achievers due to socio-economic disadvantages or low scholastic ability. Students lack achievement motivation because of insufficient self-concepts, inadequate home resources, and perceived irrelevance of school attendance and coursework. Often, these students have had conflicts with teachers and other school staff. An assumption of the program is that student attitudes and performance can be improved through relevant academic education, vocational training, and guidance and counseling.

VOCATIONAL AGRICULTURE EDUCATION FOR THE HANDICAPPED

This program is designed to provide vocational agriculture education to students with exceptional handicaps who cannot succeed in regular vocational programs. The students are provided with the vocational instruction and experience needed to secure gainful employment in one of the following agri-business occupational clusters: farm and ranch maintenance or general horticulture. Students must meet specific requirements for entry to the program. They must be from 14 to 21 years of age and eligible for approved special education programs. Participants in the program may be placed in agriculture-related entry-level jobs after one year. A local Admission, Review, and Dismissal Committee selects students who are able to profit from the program.

VOCATIONAL DISTRIBUTIVE EDUCATION

This program is designed to provide the knowledge and skills needed by high school students for entering employment in wholesaling, retailing, and service occupations. Students may enroll in cooperative part-time training, pre-employment laboratory training, or a combination of the two. The cooperative program provides classroom instruction and on-the-job training for two, three, or four semesters. The pre-employment laboratory provides technical instruction and practical experience for a minimum of one school year and a maximum of two school years. In the combined program, the student may enroll in the pre-employment laboratory for one year and cooperative training for a maximum of two years. Student selection, high school credits, facilities, and other administrative concerns are described in the Program Standards.

VOCATIONAL HEALTH OCCUPATIONS EDUCATION

This program is designed to assist secondary school students in making informed choices about health careers and in gaining entry-level employment in one of the many occupations related to care of patients, prevention of illness, and maintenance of health. The program is offered in the following forms: cooperative education, combination health care science and cooperative education, and pre-employment laboratory education.

The cooperative program includes classroom instruction and on-the-job supervised training by health professionals. High school students who are 16 years of age or older and who are juniors or seniors are eligible to enter the program. Students are selected carefully due to the responsibilities associated with health service. Those selected for the program must be enrolled for at least three consecutive quarters and for no more than two years. A prerequisite for the cooperative and the other health occupations programs is one school year or concurrent enrollment in biology.

The combination health care science and cooperative education program stresses basic preparation in the core health sciences prior to beginning cooperative training. A student may receive high school credit for one year of health science education and two years of cooperative education within the program. The pre-employment laboratory program provides another alternative. Selected students may complete two years in the pre-employment component and then enroll in cooperative education during the senior year. The health occupations education program provides the student with several routes to securing entry-level, health aide, or assistant-level jobs.

VOCATIONAL HOMEMAKING EDUCATION

This program is designed to meet the homemaking and home economics education needs for a variety of male, female, and adult students. The several component programs are offered to prepare

students for the responsibilities of homemaking and parenting and to prepare selected students for entry-level employment in a consumer and homemaking cluster occupation. Five types of programs are available: homemaking education (useful), home economics cooperative education, home economics pre-employment laboratory education, home economics coordinated vocational-academic education, and vocational homemaking education for the handicapped.

Useful homemaking education provides instruction in the following home economics subject areas: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, and housing. Students in grades 9 through 12 are eligible to take sequence courses that prepare persons to establish homes, to enter fields requiring home economics graduates, or to major in home economics education in college. Specialized courses in home and family living are offered to students in grades 11 and 12. The instructional program, course scheduling, and related administrative concerns are described in the Program Standards.

Home economics cooperative education includes classroom instruction and on-the-job training for high school students who are at least 16 years of age. Students may participate in this program for as long as two years in order to gain skills and knowledge for entry-level employment in a variety of home economics areas. Home economics pre-employment laboratory education involves selected students in the technical instruction and the practical experience required for gaining employment in specific home economics occupations. Students may participate in the laboratory program for a maximum of two years.

Home economics coordinated vocational-academic education (CVAE) is for in-school youth possessing academic or socio-economic handicaps which prevent them from succeeding in traditional educational endeavors. Like other CVAE programs, modified academic instruction in the fields of mathematics, science, English, and social studies is offered in addition to vocational training. The program is supported by specialized guidance and counseling services to promote successful student entry into the labor market.

Vocational homemaking education for the handicapped provides opportunities for students with exceptional handicaps to become gainfully employed in home economics-related jobs. Designated special education students who are at least 14 years of age and who can profit from the program are elibilbe for participation. Students are selected for the program by a committee whose members include the local vocational director, the vocational homemaking teacher, and

representatives from the special education program. Students must remain in the program at least one year before being placed on jobs.

VOCATIONAL INDUSTRIAL EDUCATION

This program, like vocational homemaking education, includes several component programs which together were designed to meet the needs of a variety of high school students. The following types of programs are described in detail in the Program Standards: industrial cooperative training, pre-employment laboratory (regular), industrial electronics technology as an example, coordinated vocational-academic education cooperative part-time training, and industrial vocational education for the handicapped.

Regular industrial cooperative training combines occupationally related classroom instruction with on-the-job training in an actual trade. Juniors and seniors who are 16 years of age or older may participate in the program. After completing the programs, students should be prepared for gainful employment in at least one of a number of skilled industrial or manufacturing occupations. Regular pre-employment laboratory education offers high school students practical and technical training in specific trades. Students in grades 10, 11, and 12 are eligible for enrollment in the program.

Industrial electronics technology, as an example, is designed to provide high school students in grades 11 and 12 practical and technical training in industrial electronics. Students who complete the program should possess the skills needed to become employed as electronics technicians. The program is offered for a minimum of one year and a maximum of two years in a laboratory that is comparable to an industrial electronics business setting. To be considered for the program, the student should have a background in mathematics (two years of algebra) and satisfactory achievement in science.

Coordinated vocational-academic education (CVAE) in the industrial area includes pre-employment laboratory and cooperative part-time training components. Modified and remedial academic instruction and specialized counseling and guidance must be offered to enable students to reach their employment potential. In order to be eligible for enrollment in the program, students must be 14 years of years of age at the time of entry into the laboratory phase and at least 16 years of age at the time of entry into the cooperative part-time training phase. Eligible students must be one or more years behind academically, but must not be classified in the special education category.

Industrial vocational education for the handicapped provides employment opportunities for special education students who cannot profit from the regular vocational programs. Students who are at least 14 years of age receive vocational education and training that should prepare them for gainful employment. Those who are selected for the program must remain in the program for a minimum of one year. Then, the student may be placed in an industrial related entry level job. If students cannot perform successfully, then they may be returned for additional training.

INDUSTRIAL ARTS

Industrial arts education presents a curriculum designed to provide opportunities for all students to develop an understanding about the technical, occupational, organizational, managerial, consumer, recreational, avocational, social, historical, and cultural aspects of industry and technology. Furthermore, students are provided experiences that will enable the development of industrial-technical concepts and skills through creative and problem-solving learning experiences. This involves such activities as experimenting, planning, designing, constructing, manufacturing, and using tools, machines, materials, and processes. Instructional and laboratory experiences help students to make informed educational and career choices.

Industrial arts includes several compenent programs. The following programs are described in detail in the Program Standards: crafts sequence, drafting, electricity and electronics, graphic arts, introductory general shop, general shop, introductory construction, manufacturing, industrial materials and manufacturing processes, metalworking, power mechanics, wook working, and exploratory industrial arts.

CRAFTS SEQUENCE -- includes the following courses: general crafts, ceramics, jewelry, leatherworking, and plastics. General crafts provides opportunities for the student to apply principles of design practice self-discipline, and learn basic tool use and safety. Through classroom activities and craftsmanship standards, students learn to plan, organize, and work accurately.

DRAFTING--includes general drafting, architectural drafting, machine drafting, pre-engineering drafting, pre-engineering descriptive geometry, and technical drafting. General drafting develops understanding of the basic principles of perspective projection and drafting skill. Architectural drafting provides guidance and technical skills for talented students who plan college study of architecture or engineering. Students with average ability gain knowledge needed by the home owner and broaden drafting skills. Machine drafting is advanced study of machines, machine parts, jigs, fixtures, and drafting skills. Pre-engineering drafting is designed for talented students who plan college study of engineering, architecture or related technological fields. The principles of engineering graphics are studied, plus the multiview orthographic study
problems from given views, pictorials, and written specifications. Pre-engineering descriptive geometry is designed to emphasize graphical solutions of problems involving points, lines, and planes in space. Technical drafting includes the study of structural steel drafting, machine design and drafting, aircraft drafting, patent office drafting, electrical drafting, plumbing and mechanical construction layout, topographical drafting, and jig and fixture design.

ELECTRICITY AND ELECTRONICS -- includes coursework in general electricity and basic electronics. General electricity provides study of selected electrical and related industries. Basic Electronics includes a study of electron theory, basic electronic circuits, and selected devices which utilize thermionic tubes and semiconductors.

GRAPHIC ARTS -- Includes courses in general graphic arts, printing, and photography. General graphic arts is a survey of graphic arts processes presented in several units. Printing develops proficiency in graphic composition and press work, skill in judging the quality of printed jobs, and understanding of the development and importance of the graphic arts. Photography is a study of science and fine arts principles, technological processes, and problems of photographic reproduction.

EXPLORATORY INDUSTRIAL ARTS -- in the middle/junior high school is diversified. It is based on real life behaviors found in a democratic society that is technological in nature. The students are provided basic exploratory experiences in the use of tools, materials, processes, and products of industrial technology. The program also includes exploratory opportunity for all youth in planning, experimenting, and working in the major activities of industrial technology. Course may be taken in the following areas: introductory general shop, introductory construction technology, or introductory manufacturing technology.

OCCUPATIONAL ORIENTATION EXPLORATION

Occupational Exploration, as a ninth grade placement, may involve students in grades 9-12. Students are scheduled for a minimum of one quarter and/or a maximum of three quarters of instruction, including related activities, that will:

(1) provide students with in-depth instruction in the occupational field or occupations to be explored;

(2) provide students with appropriate "hands-on" experience in the field of occupations being explored; and

(3) assist in providing students with shadowing or observation experiences in the community and school to ensure relevancy in helping students in making tentative career choices.

Courses in Occupational Exploration may be offered in the occupational fields or clusters of (1) Agribusiness and Natural Resources; (2) Business and Office; (3) Communications and Media; (4) Construction; (5) Consumer and Homemaking Education; (6) Environment; (7) Fine Arts and Humanities; (8) Health; (9) Manufacturing; (10) Marine Science; (11) Marketing and Distribution; (12) Personal Services; (13) Public Services; (14) Recreation and Hospitality; and (15) Transportation.

VOCATIONAL OFFICE EDUCATION

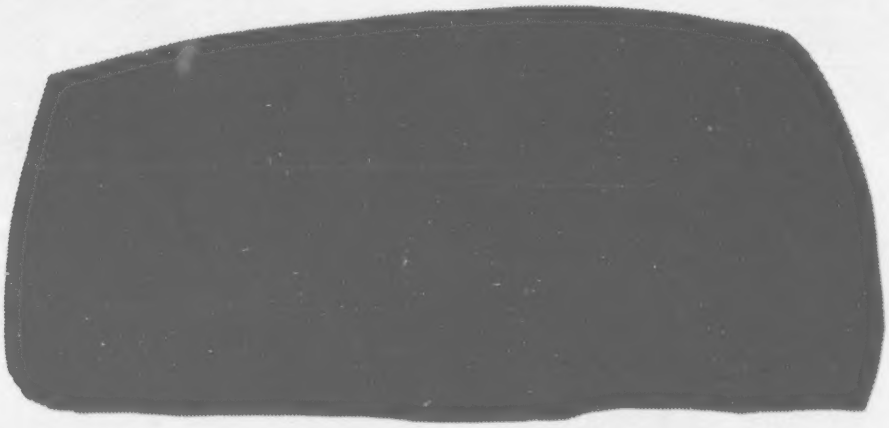
This program was designed to provide high school students with the knowledge, skills, and attitudes needed for entry level employment in an office occupation. The program does not include instruction in clerical skills for personal use or in basic business or economic education. Vocational office education may be conducted in four different types of programs: cooperative part-time training, pre-employment laboratory training, combination two-year program, and data processing program.

The cooperative program includes technical instruction on-the-job training, and work experience in office occupations. Prior to entering the program, students should have completed one year of typing. Students who wish to enter a specialized office occupation (e.g., stenographic or accounting occupations) should have completed or be currently enrolled in the business education course related to that occupation. Those who wish to enter the program must be seniors and at least 16 years of age.

The pre-employment laboratory training program provides technical instruction and simulated work experiences in office occupations. Selected students must be seniors and willing to complete the one-year program. This program also prepares students for gainful employment in the office setting. The combination program includes a pre-employment laboratory and a cooperative training component. Junior students enroll in the laboratory program for one year. Then, they enroll as seniors in the cooperative and related training phase for the remaining year in the combined program.

The data processing program is offered to junior or senior level students who wish to enter employment in this technical field. Students receive instruction and laboratory training for a period of one or two years. Students who are selected for the program should have an interest in data processing occupations and an aptitude for technological training.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION IN OFFICE DUPLICATION PRACTICES



This program is designed to meet the special learning needs of disadvantaged and underachieving students in a specialized office occupational area. Coordinated Vocational-Academic Education (CVAE) in Office Duplication Practices prepares selected students to enter the labor market with a salable vocational skill. To enroll in the program, students must be at least 14 years of age and must be academically behind one or more years in grade level. The results of special counseling and guidance must indicate that the student can profit from participation in the program. The program includes classroom instruction and laboratory experience in related office services occupations, modified academic instruction in basic fields (mathematics, science, English, and social studies), and special testing and guidance.

VOCATIONAL OFFICE EDUCATION FOR THE HANDICAPPED

This program is designed to prepare exceptionally handicapped students for gainful employment in an office occupation. Only designated special education students who are 14 to 21 years of age and can profit from the program are eligible for selection. A local Admission, Review, and Dismissal Committee selects students for the program. Students may be placed in jobs after one year at the discretion of the vocational office education for the handicapped teacher. Students may return to the program for additional training if the placement is unsuccessful.

CHAPTER VIII

WORKING WITH HANDICAPPED STUDENTS

INTRODUCTION

Texas Education Agency has funded Occupational Investigation, Vocational Education for the Handicapped (OI-VEH), programs consisting of severely handicapped students who are unable to function in mainstreaming. These students are placed in V.E.H. by Admissions, Review and Dismissal (ARD) committee selection.

Handicapped individuals often possess skills needed in various occupations. However, students with physical and mental impairments or disabilities are often restricted to certain limited jobs.

The Occupational Investigation teacher must examine personal attitudes and assumptions about the potentials of handicapped students to insure that all students will receive equal educational opportunity. The teacher must encourage all students to investigate the broad range of occupational opportunities. Occupational awareness should not be artificially restricted by teacher assumptions regarding requirements of specific occupations. Rather, the teacher should facilitate the development of reality and maturity in individual student decision-making.

The Occupational Investigation teacher can emphasize some components of the program to best prepare handicapped students for success in the world of work. The following suggestions may guide activities and instructional strategies so that the letter and spirit of P.L. 94-142, Education for all Handicapped Children and P.L.93-112, Section 504 of the Rehabilitation Act of 1973, are fulfilled. The Occupational Investigation teacher can help to insure that all handicapped students receive full educational opportunity in the least restrictive environments.

REVIEWING PROGRAM PHILOSOPHY

For the student that is mainstreamed, the Occupational Investigation teacher may wish to review with administrators, guidance personnel, advisory committee members, and other teachers the written and unwritten goals of the investigation program. The philosophy of the program may be checked by answering some general qeustions about practices and orientations:

- Are handicapped students exposed to the full range of educational and occupational resources?
- Are handicapped students provided complete and accurate information about the requirements of occupations in the world of work?
- Are handicapped students encouraged to develop sufficient occupational awareness and decision-making skills to plan for the future?
- Are program activities, assignments, and practices fair to all students--i.e., do they promote equal opportunity?
- Are the unique adjustment needs of individual students considered in program planning and implementation?
- Are all students presented realistic learning and performance objectives for their levels of achievement and ability?
- Are handicapped students prepared to enter the job market and to maintain positions?
- Are handicapped students made aware of their rights and responsibilities in the world of work?
- Are sufficient program resources available to meet the occupational investigation needs of all students?

A basic point to remember in assessing the philosophy of the Occupational Investigation program is that "handicapped" does not mean an absence of skills or aptitudes. A successful program focuses on the talents and abilities of all students and de-emphasizes their disabilities or weaknesses. The teacher may wish to offer the philosophy that all individuals have unique strengths and weaknesses.

A related perspective that should be encouraged in students is the view that classroom cooperation will allow every individual to make a personal contribution. Sharing strengths via group work should increase student involvement and adjustment and discourage student isolation. The needs of handicapped students can receive special attention if the teacher adopts a general individual student-centered philosophy for classroom management and program practices.

In general, the philosophy of the Occupational Investigation program should leave students, parents, school staff, and potential employers with the impression that only the strengths and interests of the individual should determine occupational opportunity.

ADJUSTING PROGRAM ACTIVITIES

Handicapped students should be involved in all areas of the Occupational Investigation program. Individual student needs should be considered in planning activities, field visits, and other experiences within the program. Activities and tasks may require adjustments related to setting procedures and objectives so that all students can participate.

State and local educational offices may provide guidelines regarding the extent and nature of program adjustments. Depending upon the resources and plans of local school district administration, the Occupational Investigation teacher (with the assistance of aides) may wish to individualize many program activities. Individual learning plans and objectives may be formulated. Specific individual and group activities could then be selected to meet student needs. Handicapped students should not be excluded from activities because of their disabilities or failures to fit the mold of the program. The program should be fitted to individual students' needs.

DEVELOPING PERSONAL AND SOCIAL AWARENESS

To develop occupational awareness, the teacher and students should investigate personal and societal-economic factors related to career choice and job success. Structured activities and student-teacher interactions can help individuals learn positive self-concepts and good work attitudes. The role of work in the individual's total life should be stressed. Achieving life satisfaction through job satisfaction may be presented as a theme for activities and experiences.

Job satisfaction is, of course, related to job success, for being happy often involves finding and keeping a meaningful job. Job failure and difficulties in finding jobs are often caused by factors other than simply lacking skill or experience. Personal and social variables related to emotions and behaviors of employees may limit occupational success. The Occupational Investigation teacher should work with all students to identify problem areas and remove barriers to job success. Instruction in personal management, social adjustment, and job-finding should be offered to all students.

As students engage in self-exploration and self-appraisal, they become better prepared to meet demands of the world of work. Occupational Investigation and educational planning will be more efficient and relevant as students learn more about their interests and aptitudes. Developing self-awareness is a component in all Occupational Investigation programs; however, recognizing and realizing potential is especially important in working with handicapped students. Matching personal values and interests with social demands not only relate to career exploration but also to other life situations.

All students should learn to control time, energy, money, and other resources to meet their needs. By considering various societal and economic factors, students learn the essentials of money managemenr. They will need to know about banking, credit, payroll deductions, and other topics.

Students should also become aware of aspects of their personalities and appearences that may affect their interactions in the social world. Sound health and personal hygiene habits should be considered. Students should understand the value of cleanliness, neatness, and dependability in getting and keeping jobs. The Occupational Investigation teacher may also wish to provide training in communication skills, a key area in improving personal and social effectiveness.

Students should receive some instruction about the rights and responsibilities of American citizens. Handicapped students have an even greater need for information about laws and social structure since they must overcome discrimination and other barriers to employment. To satisfy personal needs, students must be aware of community resources and how they can be used effectively. Some students may require attention regarding the development of a sense of "belonging" in the world of work and other sectors of society. Although the Occupational Investigation teacher cannot possibly deal with all potential problems in social adjustment, the teacher should be receptive to individual students' needs.

After students have become aware of personal and social factors that affect job success and life satisfaction, they need to learn how to find jobs and apply for them. They may need help in learning to read classified advertisements, to contact employment offices, to complete job applications, and to prepare for job interviews. Some students may require basic instruction in using a telephone, writing a letter, and arranging transportation. Students should

also receive some information about job-maintenance factors such as punctuality and cooperation. Orientation to the world of work would naturally include activities and presentations about occupational supply and demand. However, such experiences should not discourage or restrict the occupational exploration of any identified group of students.

SUMMARY

The purpose of this chapter is to discuss briefly issues related to working with handicapped students. In general, the Occupational Investigation program can meet the career needs of all students, including those who are unique by virtue of handicaps. An Occupational Investigation program which stresses the significance of individualism in career education can meet the needs of a diverse student group. Program activities should be tailored to the needs of individual students. Special emphasis in training or approach may be applied to students' specific needs. When the student is the focus of the program, handicapped students need not necessarily be isolated as a special group since this may lead to restrictions in the learning environment.

CHAPTER IX

ELIMINATING SEX STEREOTYPING IN THE CLASSROOM

INTRODUCTION

It is widely known that sexism or discrimination in various walks of life due to an individual's sex is present in American society. While it is not the professional mission of the Occupational Investigation teacher to strive to eliminate sexism in society, the teacher is responsible for insuring that all students receive equal educational and occupational opportunity.

Sex sterotyping in the classroom is perpetuated by using inappropriate instructional materials and student activities. Occupational Investigation materials and teaching strategies should receive special attention since students will be developing perceptions and values that may influence important life decisions. Students of both sexes should have the opportunity to explore fully the world of work.

To discover potential career areas that will best meet individual needs and interest, the teacher should not restrict access to occupational information because of faulty assumptions or myths about sex roles and abilities. Therefore, guidelines and ideas will be offered so that the teacher can facilitate the occupational awareness of students.

ELIMINATING SEXISM IN INSTRUCTIONAL MATERIALS

Students can receive from textbooks, worksheets, and displays subtle messages that may convey information about the "appropriateness" of occupational tasks and roles. Written material and artwork may express the sex bias of their creators.

On the other hand, selecting various materials, if left to chance, may unintentionally support sex sterotyping and discrimination. For example, a teacher designing a bulletin board display about fire control and prevention may select pictures that include only males in the role of "fireman." Availability of photographs, rather than the teacher's prejudices, may explain the selection. However, the students see only males in the display, and, therefore, the association between men and fire fighting is reinforced.

Consider the value in balanced representation in which a display entitled "firefighters" includes pictures of both women and men cooperatively saving lives and property. Even the term "fireman" may deprive the profession of able women since this might

suppress an interest in fire fighting for fear of choosing an "inappropriate" occupation.

The following guidelines suggest some ways to insure that sex biases are not accidentally or unintentionally introduced in instructional materials. Also, the guidelines encourage examination of one's own assumptions and beliefs. Introspection by the Occupational Investigation teacher may help develop an awareness of sexism. The teacher may possess attitudes and viewpoints acquired through socialization that limit effectiveness in teaching Occupational Investigation. By becoming sensitive to the problem, the teacher may be able to offer students greater occupational opportunities than were available when the teacher attended public school. The guidelines will be offered in several areas or sources of sex stereotyping.

ROLE MODELS

The traditional roles of women and men are both vital and valuable in American life. However, traditional roles should not be "musts" or "oughts," for women and men can successfully assume roles traditionally assigned to either sex. Also, an effort should be made to expand the roles of both sexes to encourage the application of individual talents and interests. Students should see people of both sexes in a variety of activities and endeavors so that a broad range of valuable skills can be modeled. They should have the opportunity to identify with models based on interest rather than sex group membership.

Guidelines

1. Artwork and illustrations should reflect variety, creativity, and situational demands in terms of dress and appearance. A woman need not wear a dress or an apron to be recognizable as female. Similarly, men shouldn't be habitually depicted in drab work clothes or business suits.

2. Women and men should be shown sharing in household chores whenever possible. In discussing child-rearing, cooking, cleaning, and other homemaking activities, there should be balanced representation of both sexes involved in the tasks. Women may be represented as "mothers," but men should also be shown as "fathers." Both "mothers" and "fathers" should be portrayed as having careers, hobbies, and other life interests. Men and women should assume duties often assigned to the role "head of the household." Whenever possible, treat characters as individuals rather than as persons involved in some relationship that connotes power or lack of power.

3. No job, hobby, or activity should be represented as reflecting the "femininity" or "masculinity" of the people who pursue it. The full range of occupations and life activities should be depicted as accessible, reasonable pursuits for members of both sexes.

4. Student activities in stories, pictures, and other materials should not be restricted to male or female stereotypes. For example, both boys and girls should be shown participating in active, aggressive games or in passive, gentle play. Boys should be shown in homemaking and girls in shop classes.

5. In some materials, women and girls should be actively engaged in competitive sports, construction trades, and ambitious ventures. They should be shown as leaders and professionals. Women should be described as intelligent and skilled in mathematics and the sciences. They may also be depicted as larger and physically or emotionally stronger than the men around them.

6. Similarly, men and boys should be shown cooperating and participating in "quiet" or "soft" endeavors. They should be described as followers and assistants as often as women are assigned to these roles. They may be shown as being concerned about personal appearance, homelife, and the fine arts. Men should be found in any occupation in which they could make contributions. They may work as secretaries, elementary school teachers, airline cabin attendants, or practical nurses, depending upon situations in the instructional materials.

7. For both sexes, positive role models should be stressed. Use of negative models should be avoided. However, if weaknesses are depicted, they should not reinforce a sex stereotype. Women should not be shown as mechanically inept, nagging, fearful, or weeping. Men are not to be stereotyped as crude, violent, or insensitive.

8. Instructional materials that call for authorities and sources of strength or dynamic impact should include models from both sexes. Filmstrips and recordings should use both male and female voices as narrators. Characters and film roles should not adhere to stereotypes, but should include a balance of men and women.

LANGUAGE

To promote a balanced representation of examples using men and women and to create a positive tone, avoid language that omits or demeans women. Although the generic use of "man" (e.g., "mankind") and other masculine words are widespread, many people infer the specific when they read or hear the generic. For example, references to "early man," "the nature of man," "the student. . .he," and other generic phrases have the effect of excluding women from thought. Some examples of inappropriate generic use of the masculine form may be listed. Alternative constructions are offered as well:

Inappropriate Language	Alternatives
men of science	scientists
businessmen	business people
mailmen	mail carriers
middleman	liaison
manmade	synthetic
the common man	ordinary people
chairman	chairperson or chair
workman	worker
congressman	member of Congress
the typical American. . .he	typical Americans. . .they
When the student learns this, he. . .	When students learn this, they. . .

Frequently, generic "man" constructions can be overcome be rewriting, using a plural noun followed by the pronoun "they." When a sentence must refer to an individual, use a synonym for the noun or the pronouns "she or he" ("he or she"). These pronouns should be used sparingly since this construction is often clumsy.

When writing original material or evaluating existing material, avoid constructions that demean women or imply that they are less able or less worthy of respect than a man. Typical demeaning constructions focus on the physique or attractiveness of a woman, her "fragility" or helplessness," or her dependent relationship to men. Many phrases seem to imply that the woman "belongs to" or is owned by someone. Other sentences inappropriately stress the accomplishment of a woman with the implication that it is extraordinary. The modifier "lady" is sometimes used in conjunction with a noun to denote an "extraordinary" association such "lady professor." Examples of demeaning language and alternatives are listed below:

Inappropriate Language	Alternatives
the weaker sex	women or men (depending on the situation)
the little woman	wife
lady lawyer	lawyer
co-ed	student
sweet young thing	girl or young woman
gal-Friday	assistant
cleaning woman	custodian
housewife	homemaker
authoress	author
the farmer and his wife	the farming couple
Mr. Jones, a distinguished gentleman, and his wife a buxom blonde	Sam and Sarah Jones an attractive couple
Miss Jane Addams	Jane Addams

In general, remember to to treat men and women equally in writing, use masculine and feminine examples on a balanced basis, and stress the specific characteristics and accomplishments of individuals, not sexes. Avoid language that implies inferiority of either sex and stress equality and cooperation.

ELIMINATING SEXISM IN THE CLASSROOM

Occupational Investigation teachers should exercise care in guiding students through the world of work. Assumptions about whether given individuals can aspire to certain occupations should be kept to a minimum. The literature contains many examples of minority and handicapped individuals who achieved their career goals in spite of enormous obstacles. In time, women will occupy many occupations which have been closed to them because of myths and discrimination.

Therefore, try not to discourage students from pursuing occupational investigations which interest them. On the other hand, encourage students to be realistic in their investigations. For example, neither a 90-pound woman nor a 90-pound man could assume the job responsibilities of some heavy construction trades. In facilitating the students' occupational awareness, have them review training, physical requirements, and other criteria in terms of individual abilities, not sex.

Teachers should work with counselors and other school personnel to insure that all students have equal educational and occupational opportunities. Students should not be led into programs or courses of study which prematurely limit their occupational investigation. Occupational Investigation programs should focus on similarities among individuals. Classroom activities and field experiences should broaden the occupational outlook for all students. There are a number of ways to reduce sex stereotyping in the classroom:

Develop positive, non-sexist ways of teaching from present instructional materials until unstereotyped materials become available.

Purchase or recommend for purchase materials that are free of sex bias.

Insure that course titles and descriptions do not restrict student access because of the student's gender.

Examine curricula for needed changes.

Present successful career models of both women and men in a variety of occupations.

Stress program components that are attractive to both sexes.

Provide students with opportunities to recognize, investigate, and perhaps solve problems of sexism in and outside the school.

Give students opportunities to examine and discuss changing work and family roles.

Modify or eliminate occupational investigation activities that reinforce sexism.

Review "atypical" or unusual occupations, hobbies, and activities, and discuss how these can be reasonable sources of career information for all students without regard to sex.

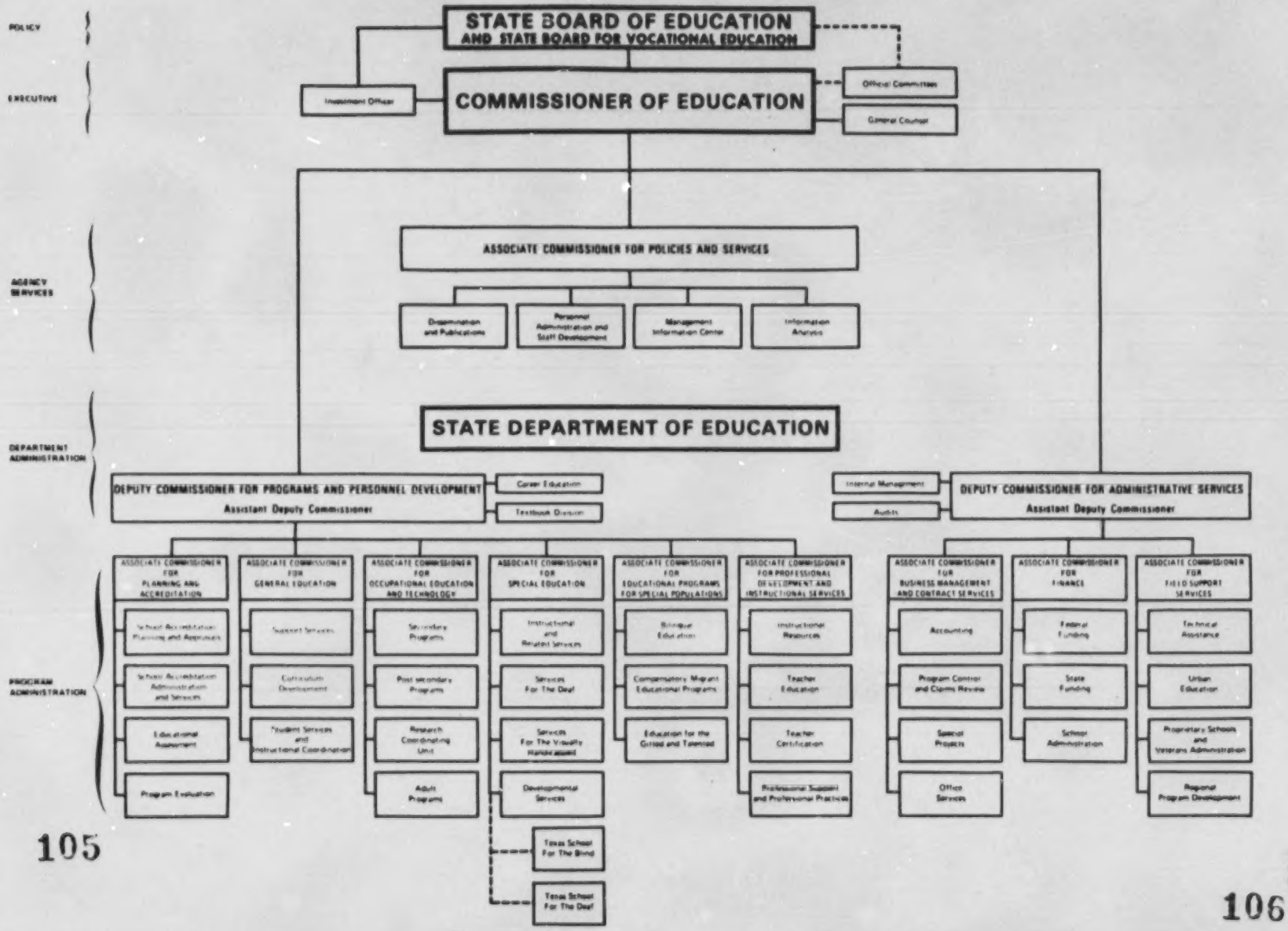
Work with advisory committee members and any interested persons in eliminating sexism in the classroom. Request in-service and special training for teachers and other school staff to promote awareness of the problem and personal growth. Assume some responsibilities as change agent within the school in matters of equality of occupational opportunity. Tolerate instances of slow or limited change, and understand that years of socialization will cause "slips" and "obstacles" to eliminating sex stereotyping. Remember that the Occupational Investigation teacher is among the most significant models for student career attitudes and behaviors. Teachers can use their influence as models to promote individual student growth in the world of work.

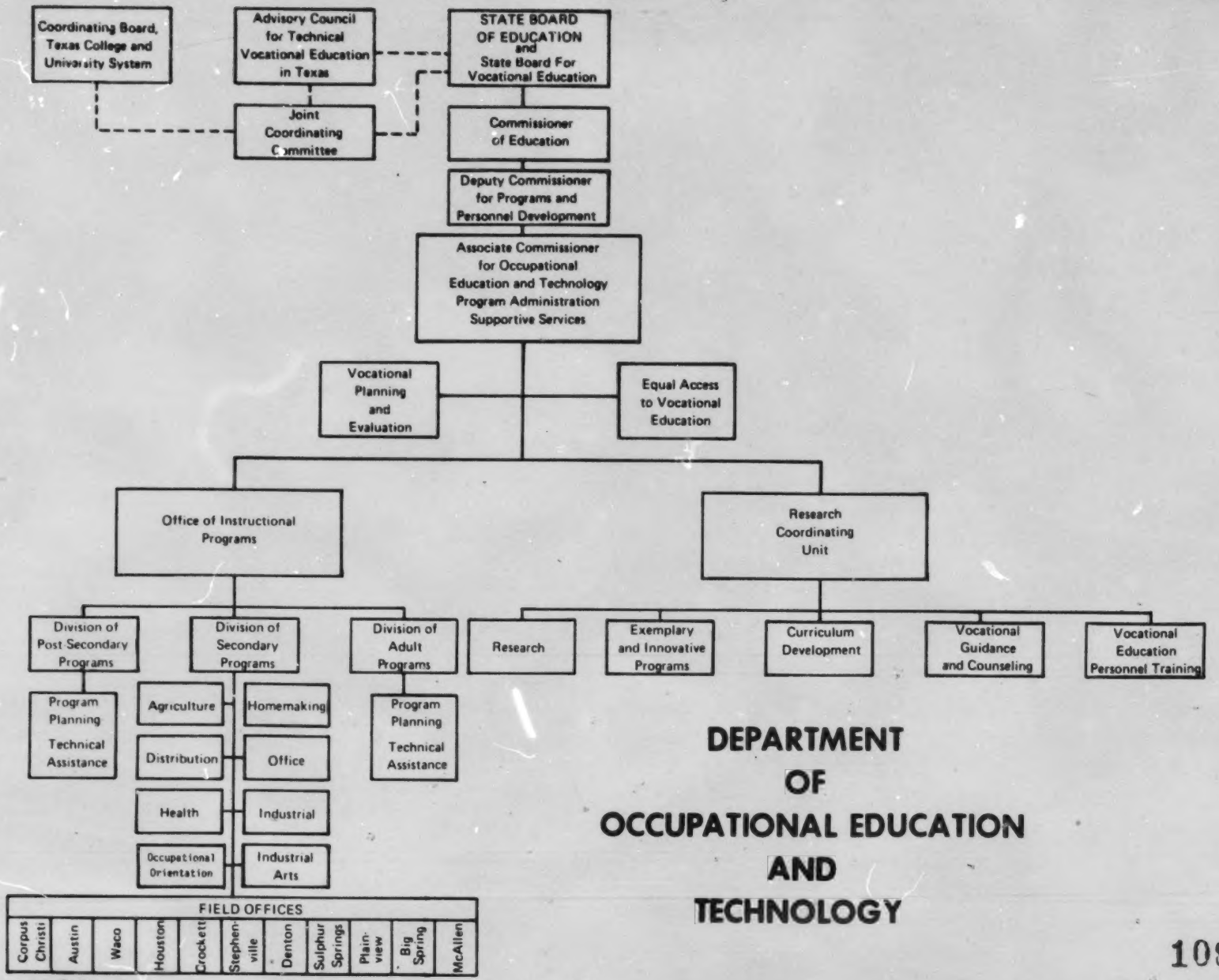
SUMMARY

Sex stereotyping and discrimination can be avoided in the Occupational Investigation classroom. Careful review of instructional materials may reveal myths and biases that should be eliminated. Through carefully planned student activities, the teacher can reinforce attitudes about the equality of individuals in the world of work. Various guidelines and suggestions for eliminating sexism were offered in the present chapter.

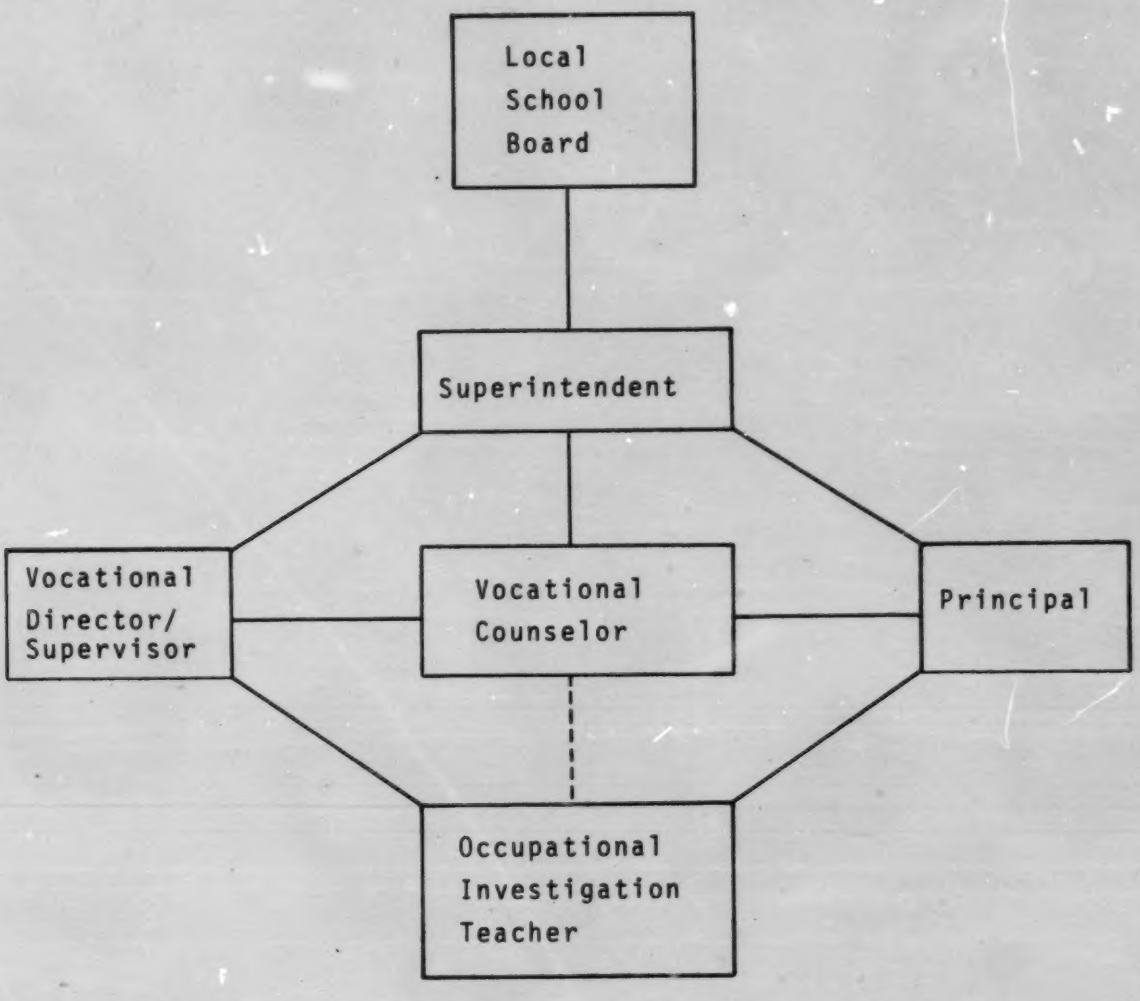
Appendix A

TEXAS EDUCATION AGENCY





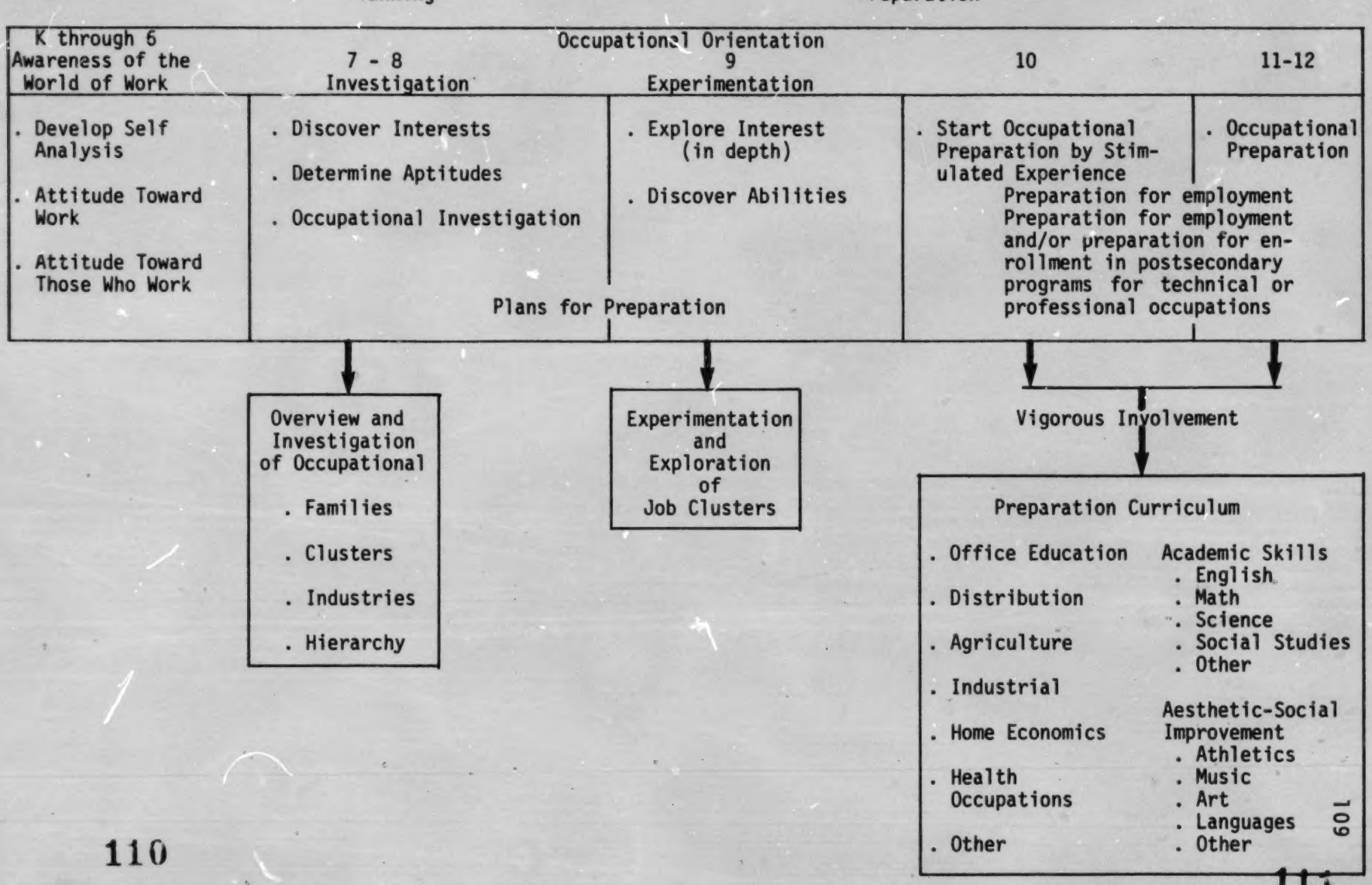
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY



LOCAL ADMINISTRATION

(Suggested Flow of Communication)

OCCUPATIONAL PREPARATION



PROGRAM STANDARDS: OCCUPATIONAL INVESTIGATION

Program Goals--Upon completion of Occupational Investigation, the student will have sufficient information to select one or more occupational clusters or families for in-depth exploration. In addition, the student will be better prepared to make a tentative educational plan for high school.

Objectives of the Program--Occupational Investigation is designed to provide learning activities to:

- assist students in discovering their vocational interests
- assist students in determining their occupational and educational aptitudes
- assist students in becoming knowledgeable about occupational opportunities, occupational requirements, and training opportunities

Program Organization--To accomplish the goals and objectives of Occupational Investigation, local education agencies shall provide instruction that will (1) give students an opportunity to know and interpret their interests and aptitudes; (2) provide students an opportunity to make a study of the 15 occupational clusters and at least five occupations in each cluster*; (3) make students knowledgeable of the economic and societal factors which influence occupational decisions and opportunities; and (4) make them knowledgeable of educational programs and courses which will assist them in planning and achieving their tentative career choices.

Grade Placement--In accordance with the program goals and objectives, it is recommended that Occupational Investigation be an eighth grade offering. This does not preclude, however, seventh graders from enrolling in the program or a school district from offering the program at grades seven or nine. Students in grades nine through 12 may enroll in a program offered at grade nine. See chart entitled Approved Program, Placement, Course Length, Time, Credits, and Prerequisites for further information.

Student Selection--Both male and female students enrolled in a public education agency, including youths and adults in correctional institutions, are eligible to enroll in Occupational Investigation. Students should have sufficient maturity to be able to benefit from the instruction and achieve the objectives for which the instruction in offered.

Instruction--In addition to individual and group instruction directly related to the world of work, the Occupational Investigation teacher will assume the leadership role as an instructor of activity-oriented learning experiences. Students must be continually motivated for learning by employing various methods, media, and projects involving

*Clusters are listed in "Program Standards for Occupational Exploration"

the hands and mind. For example, the instruction may incorporate or duplicate economic and social institutions of the outside world. Students might be involved in role-play of securing employment, holding jobs, producing goods and/or services, earning an income, and paying taxes. Such a "real life laboratory" can assist students in making meaningful and informed occupational decisions and choices. To ensure the relevancy of the program, the teacher should:

- bring individuals with experience in business and industry, the professions, and other occupational pursuits into the school as counselors or advisors for students; and

- bring students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein.

The curriculum must be flexible to meet each student's needs and career interests and be taught at the achievement level for the student to experience success. The curriculum also will reflect the changing career patterns for women and men by encouraging the elimination of sex-role stereotyping and making students aware of laws relating to equal opportunity in education and employment. Where appropriate, bilingual instruction is also encouraged.

Coordination and Duties of Occupational Investigation Teacher--It is important to establish and maintain close correlation and coordination of the Occupational Investigation instructional program with the school principal, vocational administrator, advisory committee, parents, secondary academic and vocational teachers and counselor(s), and the employers of the community. The creative excellence of the instructional program and the support services these individuals and groups can provide will determine the success of the program. The key elements of the program are the teachers and their abilities to utilize effectively the community resources. Therefore, it is recommended that the Occupational Investigation teacher:

- Shall function under the direction of the campus principal in coordination with the vocational administration/supervisor, assuming such administrative unit(s) exists, who will conduct the program in accordance with the Program Standards for Occupational Orientation Education.

- Shall work with administrators, teachers, parents, employers, counselors, students, and an advisory committee to develop the curriculum and operate the program in accordance with the goals and objectives of the program.

- Shall work with the employers, associations, civic clubs, parent clubs, and advisory committees or other groups for assistance in planning activities and securing community resources for students in the classroom. Sites are to be secured for student study tours and shadowing experiences to ensure the relevance of the program to the real world of work. These groups may also provide the teacher opportunity to promote the program.

- Shall work with administrators, academic and vocational teachers, and counselor(s) to secure their assistance in providing Occupational Investigation students an opportunity to observe and be oriented in their programs at the high school and in the community.

- Shall promote through investigative activities the relevancy of academic knowledge and skills needed to successfully perform in the occupations being investigated.

- Shall be responsible for the selection, administration, and interpretation of test instruments used in assisting students in making career decisions. Coordination with the school counselor(s) is highly recommended.

- Shall work the "feeder" schools regularly to explain and promote the benefits of an Occupational Investigation program.

- Shall be responsible for forwarding to the appropriate high school academic and vocational counselor(s) each student's tentative educational plan at the conclusion of the course. The plan is to include a list identifying the cluster or clusters in which the student is most interested, for possible in-depth exploration in an Occupational Exploration program, another exploratory activity, or enrollment in a skill preparation program.

- Shall keep a list on file of students completing an Occupational Investigation program for follow-up purposes.

- Shall assist with follow-up studies of former students at the senior high school level to assist in determining effectiveness of the program and to improve the program where needed.

- Shall assist with any career day activity at the "feeder" elementary schools, middle school, and high school, if possible.

- Shall participate in inservice to enhance the quality of instruction.

- Shall be responsible for planning and completing the certification requirements at an approved university for their Provisional Certificate in Occupational Orientation.

Facilities--A standard classroom which contains sufficient floor space of approximately 900 square feet shall be provided to accomodate a maximum of 30 students in each class section. The classroom shall contain a desk for the teacher and sufficient tables and chairs to allow room for students to work individually or in groups. Equipment and materials needed include: a filing cabinet for the teacher; a bulletin board and chalkboard; a compartment cabinet or bookcase for pamphlets, leaflets, career kits, games, library books, reference books, and student notebooks; audiovisual aids; and other instructional materials and supplies. Also, a magazine rack for

journals, periodicals, magazines, and newspapers would be very beneficial. Regular custodial services shall be provided.

It is recommended that the teacher be assigned the same classroom facility for the entire school year. Because Occupational Investigation is an activity-oriented program, students may be involved in projects that would not be portable between rooms. If it is necessary for the teacher to serve two campuses, he or she should be assigned to classrooms in each building with comparable facilities.

Equipment, Supplies, and Instructional Materials--It is the responsibility of the school to provide equipment, supplies, and instructional materials needed by the teacher and the students.

A library of instructional materials, such as reference books, magazines, periodicals, vocational interest inventories, and individual student instructional materials must be supplied by the school and available to each student. Visual aids and other appropriate teaching supplies and aids needed for an effective program also must be made available.

Curriculum materials that include the following items are available for developing the instructional program:

(1) Occupational Investigation Teachers Handbook

(2) Occupational Investigation Guides: Self Appraisal, Occupational Clusters, Economic and Societal Factors, and Educational Planning

(3) Self-Contained Occupational Investigation Modules: Module One--Self Appraisal, Module Two--Educational Planning, and Module Three--Economic and Societal Factors.

These publications may be obtained from the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

Budget, Inventory, Records, and Reports--The effectiveness of the Occupational Investigation program is closely correlated with the opportunities the students have to study instructional materials, and visit businesses and industries related to their interests. The budget for these expenditures must be sufficient to meet the needs of the program each year.

A minimum of $8 per student shall be provided by the school for operation of the program for the first year. For each succeeding year of the program, $4 per student shall be provided. This amount is over and above the annual state operating funds ($400) received by each vocational teacher unit for: (1) instructional materials, (2) teaching supplies, (3) reference books and kits, and (4) purchase of minor instructional equipment.

An annual inventory of equipment, furnishings, reference books, courses of study, audiovisual materials, and other teaching aids shall be prepared. Copies of the current inventory shall be filed with the school administration and in the Occupational Investigation classroom.

Records necessary for the development of an effective Occupational Investigation program will be prepared, kept up-to-date, and filed in the Occupational Investigation classroom. Reports on program operation and development are to be submitted to the local administrator, and to the Texas Education Agency, as required.

Local Advisory Committee--A local advisory committee shall be established to assist in planning, developing, and evaluating programs of Occupational Investigation. The advisory council should be composed of representatives of employers and employees from business and industry, the general public, school administration, parents, and students appointed by the superintendent of schools with the assistance of the Occupational Investigation teacher and the school principal. When a local education agency is conducting several occupational education programs, a representative advisory committee composed of subcommittees for specific program areas, such as Occupational Investigation, may be appointed.

The advisory committee has no administrative function; however, its members can be of valuable assistance in securing community support; advising on instruction needs; recommending instructional materials and resources; and in promoting, publicizing, reviewing, and evaluating the program.

Employment Period of Teacher--Teachers of Occupational Investigation, occupying a teaching unit, are approved for 10 months. They shall be on duty 175 days plus the eight inservice days required of all 10-month teachers--exclusive of any holidays approved by the local board of education--in the same manner and for the same purpose as a classroom teacher.

Qualifications of Occupational Investigation Teachers--Occupational Investigation teachers shall have the following qualifications:

- a bachelor's degree in any field from an accredited college or university.
- a minimum of two years of wage-earning experience in one or more occupations, other than teaching, for which vocational education is being conducted in the public secondary schools. The wage-earning experience may be either part-time or full-time and does not have to be continuous. The wage-earning experience, however, must be equivalent to 24 full months based on an average of 40 hours per week.

Certification of Occupational Investigation Teacher--An individual may be employed to teach Occupational Investigation following the submission of a Statement of Qualifications (VPD-020) and transcripts to the Division of Teacher Certification, Texas Education Agency, and upon the approval of the applicant's work experience by the director of Occupational Orientation Education and the identification

of certification course deficiencies. A Vocational Emergency Teaching Permit will be issued by the Division of Teacher Certification, upon request, to the employing school. A second Vocational Emergency Teaching Permit may be issued for the second year of teaching, provided the teacher has completed six hours of specified certification courses at a designated teacher education institution or at an Agency-conducted workshop. A Provisional Certificate may be issued upon completion of an additional six hours of specified teacher certification courses and two years of successful teaching of Occupational Investigation. Before the Provisional Certificate can be issued, the teacher also must have completed the Federal and State Constitution course requirements which are a statutory requirement for all public school teachers in Texas. Please see the list of certification courses and universities.

The request for each Emergency Teaching Permit must be accompanied by a fee of $1 in cash or money order. No personal checks can be accepted by the Division of Teacher Certification. The second Emergency Teaching Permit request must, however, be accompanied by a transcript showing completion of six hours of specified certification courses.

The request for a Provisional Certificate must be accompanied by a $2 fee and a transcript showing completion of an additional six hours of specified certification courses or course deficiencies identified earlier to the teacher in a deficiency plan.

Professional Development--Within available funds, the Texas Education Agency will conduct each summer a statewide inservice workshop to enhance the professional development of all Occupational Investigation teachers. As needed, regional workshops also may be conducted during the school year. School districts are encouraged to approve the participation of their Occupational Investigation teachers so they may share their individual expertise and successful activities. In addition to these activities, each school district is responsible for providing inservice opportunities to assist their teacher(s) in planning, developing, and implementing a quality program.

Technical assistance is available to teachers and administrators throughout the year. Requests should be made to the director of Occupational Orientation Education, Texas Education Agency.

Approvable Class Schedule and Teacher Load--Approvable daily schedules for full or fractional Occupational Investigation teacher units are listed on the following page. These schedules show the maximum number of classes and extra ssignments and the minimum number of conference periods which may be assigned to a teacher. Each conference period must be the same length of time as a regular instructional class period.

SEMESTER UNIT PLAN

(45- 50-minute periods or 65 minimum clock hours)

Seven Class Periods Per Day

1 unit	5 Occupational Investigation classes 2 conference periods
3/4 unit	4 Occupational Investigation classes 2 conference periods 1 other assignment
1/2 unit	3 Occupational Investigation classes 2 conference periods 2 other assignments

Eight Class Periods Per Day

1 unit	6 Occupational Investigation classes 2 conference periods
3/4 unit	5 Occupational Investigation classes 2 conference periods 1 other assignment
1/2 unit	4 Occupational Investigation classes 2 conference periods 2 other assignments

SEMESTER UNIT PLAN

(55-minute periods or 80 minimum clock hours)

Six Class Periods Per Day

1 unit	5 Occupational Investigation classes 1 conference period
3/4 unit	4 Occupational Investigation classes 1 conference period 1 other assignment
1/2 unit	3 Occupational Investigation classes 1 conference period 2 other assignments

Seven Class Periods Per Day

1 unit	5 Occupational Investigation classes 2 conference periods
3/4 unit	4 Occupational Investigation classes 2 conference periods 1 other assignment
1/2 unit	3 Occupational Investigation classes 2 conference periods 2 other assignments

The enrollment in each Occupational Investigation class is limited to 30 students.

Allocation and Reallocation of Units--Local education agencies may make application for an Occupational Investigation unit(s) in their "Annual Application for Funds to Conduct Programs of Vocational-Technical Education" to the Texas Education Agency. Within available resources, full (1) or fractional units (3/4 or 1/2) may be allocated to school districts in accordance with their requests. These vocational units are state foundation school fund units and have a professional unit value of .5.

Reallocation of units each year is based on an average membership of eligible students enrolled the preceeding year. The average membership is reported each year in the school district's Annual Application and is the major criteria for reallocation. The formula is as follows:

Average Membership	Unit
60	1
45	3/4
30	1/2

The average membership required for reallocation on a multiple teacher campus is calculated per teacher on the same basis as on the chart above.

Evaluation and Follow-up--Schools conducting Occupational Investigation programs are required to evaluate the quality and effectiveness of the program and to make revisions and improvements as needed. Evaluation will indicate the extent to which programs are suited to the needs, interests, and abilities of the students enrolled. The advisory council can offer valuable assistance in this evaluation.

As a phase of evaluation, a local follow-up survey for each student in an Occupational Investigation program must be administered during the student's senior year. The survey should identify the student's career goals, the effectiveness of the program in assisting the student with career decisions, and to what extent vocational training was involved. Schools will develop forms and plans for collecting and maintaining a follow-up record of the survey on each student.

Approved Program, Placement, Course Length, Time, Credits, and Prerequisites--

SEMESTER UNIT PLAN (45- 55-minute periods)

Course	Grade Placement	Course Length	Semester Time (7-8-9) or Credit (9-12)	Prerequisite and Other Information
Occupational Investigation	7-8	1 or 2 semesters 65 clock hours, minimum	1 class period daily	
	9	1 or 2 semesters 80 clock hours, minimum	1 class period daily 1/2 to 1 unit credit	Students in grades 10, 11, or 12 are eligible to enroll

OCCUPATIONAL ORIENTATION PERSONNEL

The following is a list of specified courses that may be offered by the universities approved by the Texas Education Agency for the certification of Occupational Investigation and Occupational Exploration (Laboratory) teachers.

Approved 5/1/79

Texas Education Agency Title	Assignment	East Texas State Univ.	Sam Houston State Univ.	Prairie View A&M College	Texas A&M Univ.	North Texas State Univ.	Southwest Texas	University of Houston
History and Principles of Vocational Education--A study of the basic principles involved in the development and operation of vocational education programs, services and activities under Federal and Texas laws.	All Personnel	Vo. Ed. 579	V.E. 575	I.E. 823	IDED 601	EDVT 543	Ed. 3303 or 5303-Aims and Objectives Ag. Ed. 5320	OCE 631 Principles & Philosophy of Occupational Education
Planning and Organizing Programs of Vocational Guidance--Purposes and functions of a guidance program. Group guidance procedures. Components of a vocational guidance program. Techniques of providing vocational guidance services for elementary and secondary students and adults.	All Personnel except Exploration (Laboratory) Teacher	Guidance 523	V.E. 585	I.E. 813	IDED 612	EDVT 540	Ag. Ed. 5331	CED 639 Principles in Vocational Technical Education for Counselors
Occupational and Vocational Education Information--A study of methods for development, organization, and dissemination of occupational information.	All Personnel	Guidance 512	V.E. 562	I.E. 833	Ed. Psychology 632	EDVT 541	ED. 5355	C&I 630 Occupational Education Information
Methods and Media for Teaching Vocational Subjects-- A study of vocational teaching methods and selection, preparation and organization of media for vocational instruction.	All Personnel	Vo. Ed. 510	V.E. 573 Methods & Media in Voc. Occ. Tech. Ed.	I.E. 843	I.E. 613 Utilization of Instruc. Materials	EDVT 544	Ed. 5301	OCE 663 Instruction in Occupational Education
Class and Laboratory Organization and Management--Organization of procedures to facilitate teaching in the laboratory facility; using assignment and progress charts; arrangements of tools, equipment, and materials; and using student leadership in non-teaching laboratory routine	Exploration (Laboratory) Teacher Only	Vo. Ed. 511	I.E. 491	I.E. 430 or I.E. 500	I.E. 626	EDVT 546	Ed. 3205 or 5205-Shop & Classroom Organization & Management	OCE 634 Program Design & Mgmt. for Occupational Education

Appendix B

(Person Submitting Article) (Date)

(Title of Position) FOR IMMEDIATE RELEASE

Occupational Investigation

_____ Middle School

(City) (State)

(Telephone)

Story: Occupational Investigation Teacher Attends Summer School

Pat Smith, who will teach Occupational Investigation at _____ Middle School this fall, has completed the first six weeks of summer school at _____ State University in preparation for the new position.

Each Occupational Investigation teacher is required to complete 12 semester hours of specialized training in order to receive a permanent vocational certificate from the Texas Education Agency.

--30--

(Sample News Release)

Company _____

Contact Person _____ Position _____

Address _____

Phone number _____

Resource person available to visit classroom: _____yes _____no

Name _____ Position _____ Phone _____

Interested _____ Not Interested _____

Maximum number of students allowed _____ Not Interested _____

Approximate length of tour _____

Description of tour and occupations to be observed _____

_____

_____

_____

_____

(Person Submitting Article) (Date)

(Title of Position) FOR IMMEDIATE RELEASE

Occupational Investigation

_____ Middle School

(City) (State)

(Telephone)

Story: Career Study Tour (Industrial Tour)

Occupational Investigation students at _____ Middle School have a better idea about commercial construction after a recent study tour of the _____ building at _____ and _____ streets.

Of special interest to the students as they examined the building, soon to be completed, was (some phase of building process--something like a new type of insulation or solar heating).

It is through such activities as this tour that students are learning about various occupations in the world of work, _____, Occupational Orientation teacher at _____ said.

--30--

(Sample News Release)

(Person Submitting Article) (Date)

(Title or Position) FOR IMMEDIATE RELEASE

Occupational Investigation

_____ Middle School

(City) (State)

(Telephone)

Subject: Guest speaker for Occupational Investigation Class

"Self-satisfaction may be found through gainful employment," _____ said in an address to the Occupational Investigation Class at _____ Middle School.

Jones, president of XYZ Corporation, illustrated his/her remarks with a film showing people at work in various occupations.

In addition to finding self-satisfaction in a job, a person earns a living and achieves a measure of success at the same time, Jones continued. He/she further explained that planning one's future increases the possibility of success more than "just letting things happen."

After conducting a question-and-answer session, Jones said, "Plan ahead and make your education really count."

--30--

(Sample News Release)

Sample Letter To A Prospective Resource Person or Place

_____ Middle School

(Name of City and State)

(Date)

(Resource Person's Name)

(Address)

(City and State)

Dear (Name):

I am teaching Occupational Investigation in _____ Middle School. The areas of instruction for the students are: Self-Appraisal, Economic and Societal Factors, Occupational Clusters, and Educational Planning. They are investigating various careers that interest them. The objectives of this class include providing students the opportunity to develop an appreciation of work values, responsibilities, and skills.

I am preparing a community resource file on individuals and companies who would like to send representatives to visit our classroom to discuss their occupations, or who will allow our students to visit their places of work.

I would appreciate your participation in Occupational Investigation. The information you send in the enclosed questionnaire will become a part of our community resources file. Thank you for your cooperation.

Sincerely,

(Name)

(Title or Position)

Enclosure

_____ Middle School

(Name of City and State)

(Date)

(Resource Person's Name)

(Address)

(City and State)

Dear (Name):

Thank you for participating in our Occupational Investigation program. The students enjoyed hearing about your work because it gives them a realistic application of what we are studying in class.

We appreciate the time you gave by providing this learning experience for our class.

Sincerely,

(Name)

(Title or Position)

(Sample Thank You Letter)

Name _____

Address _____

Phone _____

Company _____

Title or Position _____

Community or service activities _____

Hobbies _____

Would you be willing to:

Work with small groups of students on a project in the classroom? _____yes _____no

Have a student observe you on the job? _____yes _____no

Participate in a tour of the place you work? _____yes _____no

Help the teacher sponsor a field trip for students? _____yes _____no

Talk to students about your occupation? _____yes _____no

(Sample Parent Questionnaire)

Appendix C

School Name
Address
Date

Name, Title
Name of Firm
Address
City, State

Dear (Name):

(Name) Middle School has an ongoing Occupational Investigation program involving eighth-graders in decision-making processes. It is essential that we have assistance in developing a program to meet the needs of the community. We are therefore organizing an advisory committee.

We invite you to serve on this committee because your experience in personnel and guidance, and your record of service to the community's business and industry, will be of special benefit to the program.

Tentatively, we are planning four group meetings during the school year. However, the committee can make this decision during an organizational meeting at (hour) (date) in (place), (name) Middle School. If you can attend, please sign and return the enclosed card.

Sincerely,

Name (Title)

(Sample Letter Inviting Nominee to Serve on Advisory Committee)

Name
Address
Date

Name
Address
City, State

Dear (Name):

You have been recommended for appointment to the (Name) Middle School Advisory Committee for Occupational Investigation.

The general advisory committee consists of persons with varied occupational experiences, and their responsibility will be to furnish the teacher with information about occupational trends.

The committee may assist in establishing good public relations, an important factor in maintaining good rapport with the community.

We hope you can accept this appointment.

Sincerely,

(Name), Superintendent

(Sample Letter Recommending Appointment to Advisory Committee)

School Name
Address
Date

Name
Address
City, State

Dear (Name):

The school board welcomes you as a member of our advisory committee. Your appointment to serve a one-year term on the General Advisory Committee for Occupational Investigation was approved at last night's meeting.

Your experience in manufacutring and your interest in the school enable you to be a valuable member. Your contributions will aid both the school and the community.

We thank you for your interest and assistance to our school. We are certain that you will find this year's experience a gratifying one.

Sincerely,

Name
Chairperson
School Board Name

(Sample Letter Announcing Official Appointment to Advisory Committee)

School Name
Address
Date

Name
Address
City, State

Dear (Name):

The Occupational Investigation General Advisory Committee meeting will be held at (hour) (date) in (room) (Name) Middle School.

A copy of the agenda and a reply card are enclosed. We look forward to seeing you on (date).

Sincerely,

(Name), Teacher
Occupational Investigation

Enc.

(Sample Letter Announcing Advisory Committee Member)

3" x 5" Cards

Sample of Card Accepting or Rejecting Appointment to Serve

Occupational Investigation

General Advisory Committee

_____ I will be able to accept the appointment.

_____ I will not be able to accept the appointment.

_____
(Signature)

_____
(Date)

Sample of Meeting Reply Card

Occupational Investigation

General Advisory Committee

_____ Yes, I will attend the advisory committee meeting.

_____ No, I cannot attend the advisory committee meeting.

_____
(Signature)

_____
(Date)

(Samples of Self-Addressed, Stamped Reply Cards)

Agenda Sample

Occupational Investigation Advisory Committee

Date:

Time:

Place:

I. Welcome and remarks by chief school administrator

II. Introduction of committee members

III. Presentation of Occupational Investigation objectives

IV. Explanation of role of committee in implementing program objectives

V. Tour of facilities

VI. Coffee break

VII. Election of officers

VIII. Assignment of duties and selection of next meeting date

IX. Questions and answers

X. Adjournment

A Suggested Checklist in Planning Advisory Committee Meetings

Guide for Committee Secretary

_____ 1. Plan agenda with chairperson.

_____ 2. Prepare a list of items to be presented.

_____ 3. Make reservations for meeting room(s).

_____ 4. Notify members of meeting date.

_____ 5. Mail copies of agenda to all committee members.

_____ 6. Prepare special reports, if needed.

_____ 7. Notify superintendent and include invitation to meeting.

_____ 8. Invite other members of school administration, teachers, consultants, and guests.

_____ 9. Check reservation for meeting room(s) a few days before meeting.

____ 10. Check on special equipment needed for meeting (e.g., overhead projector, filmstrip projector, etc.).

____ 11. Call members a few days before to remind them of meeting.

A Suggested Checklist in Planning Advisory Committee Meetings

Guide for Chairperson

_____ 1. Understand what the committee is to do.

_____ 2. Analyze the committee's assignment(s) and consider tentative assignments for individual members.

_____ 3. Develop agenda before meeting, including members' suggestions.

_____ 4. Send each member, a week in advance, a copy of the agenda and any pertinent data to be considered as the basis for action of selected items.

_____ 5. Schedule meetings at times convenient to committee members.

_____ 6. Check facilities ahead of meeting.

School Name
Address
Date

Name
Address
City, Town

Dear (Name):

Thank you for your assistance this past year as a member of the Occupational Investigation General Advisory Committee at (Name) Middle School. Several major accomplishements by our Occupational Investigation program can be attributed to the members of the advisory committee.

To give us the opportunity to show our appreciation for your services, we invite you to be our guest at the Annual Advisory Committee Dinner at (time) (day of week, date) at (place).

Sincerely,

(Name), Superintendent

RSVP

(Sample "Thank You" Letter to Advisory Committee Member)

Anywhere I.S.D.
Anytown, Texas

Upon the recommendation of the faculty, the

Certificate of Appreciation

is hereby awarded to

in recognition for serving as an Advisory Committee Member in the Occupational Investigation Program.

Instructor	Date
Principal	Superintendent

Appendix D

ACTIVITY WORKSHEET I--SHADOWING

Job selected:

Information gained from resources:

Person interviewed: Position:

Employment:

Duties:

Education needed:

High school subjects--

Special training--

Why did person select this job?

Is this job rewarding? If so, what are the rewards?

Working conditions and hours:

Beginning salary, average salary:

How would a person get started on this job?

How do you advance on the job?

Other important information:

ACTIVITY WORKSHEET II--SHADOWING

Person observed: **Position:**

Employment agency:

Write descriptive information concerning the job environment: (examples: inside/outside, hectic/calm, clean/dirty, crowded/ scattered)

How does this job relate to other people? With what types of people is this employee in contact? How much contact is there with people? (example: Are these people friendly, cool, hostile, personable?)

Are there any other important areas of this job?

SCHOOL NAME

Activity Permission
Parents' Consent and Release of Liability

School Name
City, State

Date

Dear Sponsor:

We the undersigned_____ (participant) and_____(parents), in consideration of the voluntary observer on a "Shadowing" tour at _____ and fully recognizing and appreciating that routine activity involves certain inherent (though extremely remote) hazards, do hereby agree to assume all the risks attendant to such activity, including motor vehicle accidents on either streets, ways, or private property, and do hereby release and forever discharge the businesses, their employees, agents, leasees, contractors, and concessionaires, in both their public and private capacities on and from any and all liability, claims, suits, demands, or causes of action whatsoever for any property damage or personal injury sustained or that may arise in any manner in connection with taking part in this "Shadowing" tour and as a voluntary observer on said tour.

I understand that the (school name) Independent School District is not legally liable under Texas laws for injuries of any nature at any time or any place to any pupil or any other person whatsoever. I will assume all responsibilities relative to accidents or other difficulties.

I will provide or see that my child has transportation to and from the place of business where students will participate in the "Shadowing." We have read this Parents' Consent and Release of Liability, and fully understand its terms and conditions, and further understand that the opportunity to participate, requested by us, is afforded by the local and (city) businesses based upon the signing of this document.

SIGNED this the _____ day of _____. A.D. 19__.

Address:

_____

_____

Telephone: _____

_____
Participant Age

_____
Parent

(In case of hazardous weather conditons, the "Shadowing" will be CANCELED)

SAMPLE

Dear Sponsor,

We the undersigned _____(place of business) would like to participate in the "Shadowing" experience for a particular student from _____(school name). I realize the student is to be an observer only. The student participating with us will observe and interview workers that are listed below.

I have seen the "Parents Consent and Release of Liability," and it complies with our needs to allow the student to be on our premises in this capacity.

Specified below are the areas the student and/or students will observe.

SIGNED this the _____ day of _____, 19__

Address (Business):

_____

_____

Telephone: _____

_____
Participant from Firm

_____
Sponsor or Owner

(In case of hazardous weather conditions, the "Shadowing" will be CANCELLED)

SAMPLE

SAMPLE

GUIDE FOR SPEAKERS

Please limit your initial speech to 20 to 30 minutes to allow students time to ask questions. The following list is offered only as a guide for organizing your comments to the class. Please feel free to adapt this list in any way you wish. Again, these questions are intended only as a guide.

1. What special interests or skills are needed for your job?
2. What other jobs can you do with your knowledge and training?
3. How can a person get this job--training, college, experience, or a combination of these?
4. What type of person should one be in order to like and be successful at your job?
5. What are the various jobs that you have held that led to the one you have now?
6. Do you think that mistakes on the job have helped you make better decisions?
7. What are your interests? How did they help you decide what job you wanted?
8. What previous school subjects do you use on the job?
9. How has your particular job changed over the past 10 or 20 years? What do you think it will be like in another 10 years?
10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
11. Are your hobbies similar to or different from your job?
12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors that a person should possess to be successful in the world of work?

INSTRUCTIONS TO TEACHERS FOR CONDUCTING STUDENT SURVEY

This list should be checked carefully to verify that speakers in all represented fields can be obtained. You may want to add or delete some categories to fit the needs of your school and the availability of speakers in the occupations listed.

This survey should be made about three months in advance of Career Day to obtain the best possible speakers. If the school is small (fewer than 200) or if Career Day will be held for only one grade, all students can fill out survey forms. In a large school, approximately 75 students for each 500 to be involved should be surveyed. The sample should include students who are academically above-average, average, and below-average. In some instances, more than one speaker in the same occupation should be invited to meet the demand from those who wish to hear about that career.

After conducting the survey, tally results. List the occupations for which speakers will be invited. A suggested survey form is shown on the following pages.

SAMPLE

GUEST SPEAKER

Points to consider when selecting a guest speaker, who should:

1. Have a positive attitude toward students, the importance of education, and his/her own occupation,

2. Be able to present information meaningfully to students, and

3. Be a good worker model for students to imitate.

INSTRUCTIONS TO TEACHER ON USING STUDENT SELECTION SHEET

Where blanks exist on the form provided, fill in appropriate information. Plan to have tickets distributed to students in classes immediately preceding "speaker" period. (If "speaker" period begins at 9:30 a.m. and students are in first period immediately prior to the time, first-period teachers should distribute tickets.) If a second "speaker" period is planned for the same day ("A" and "B"), have students make four choices and fill out second ticket form at the bottom of the Selection Sheet. Students will then receive two tickets.

Students will fill out Selection Sheets in homeroom at least one week before Career Day. Instructions to teachers should be brief but clear. Word instructions carefully and have the principal approve and sign the form.

SAMPLE

STUDENT OCCUPATIONAL INTEREST SURVEY

Dear Student,

Please indicate the occupations you would be interested in learning more about by circling any four (4) given below. From the results of this survey, the Career Day Committee will invite speakers for Career Day. You will be given an opportunity later to choose the one you wish to hear.

Your Career Day Committee

BUSINESS

Bookkeeper
Accountant
Secretarial/Clerical
Data Processing
Personnel Manager
Bank Clerk

AGRICULTURE AND ENERGY

Floral Designer
Farmer/Farm Manager
County Agent
Geologist
Petroleum Engineer
Mining Engineer
Veterinarian

CONSTRUCTION

Architect
Carpenter
Plumber
Drafter
Building Contractor
Civil Engineer

ELECTRICAL/ELECTRONICS

Electrician
Phone Installer/Repairer
Radio/TV Repairer
Electrical Engineer

FOOD SERVICES

Waiter/Waitress
Baker--Cake Decorator
Chef
Meat Cutter
Restaurant Owner/Manager

FOREST PRODUCTS

Lumber Graders/Inspectors
Forester
Lumber Mill Manager
Lumber Yard Worker/Clerk

GRAPHIC ARTS

Bookbinder
Commercial Artist
Commercial Photographer
Printing Press Operator
Printer

HEALTH SERVICES

Ward Clerk
Dental Assistant/Hygienist
Nurse
Medical Technologist
Optician
Pharmacist
Respiratory Therapist
Radiological Technician
Physical Therapist
Dietician
Optometrist/Ophthalmologist
Medical Transcriptionist
Hospital Administrator
Director, Volunteer Services
Admitting Clerk
Emergency Medical Technician
Research Scientist, Medical

INDUSTRIAL MECHANICS

Service Station Attendant
Mechanic
  Aircraft and Engines
  Auto
  Diesel
  Heavy Equipment
  Refrigeration
  Small Engine
Parts Manager
Service Manager
Mechanical Engineer

MECHANICAL

Shipping/Receiving Clerk
Stock Clerk
Route Salesperson

continued

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Cashier/Checker
Salesperson
  Auto
  Retail Store
  Real Estate
  Insurance
Advertising Manager/
  Account Executive
Merchandise Buyer
Sales Manager

METALS

Machine Operator
Welder
Body and Fender Repairman
Industrial Engineer
Manufacturing Engineer
Patternmaker
Sheet Metal Worker
Tool and Die Maker

SERVICE

Pest Controller
Post Office
  Letter Carrier
  Sorter
Hotel Desk Clerk
Child Care Worker
Cosmetologist
Teacher
Firefighter
Law Enforcement Officer
Upholsterer
Dry Cleaner
Lawyer
Military Serviceperson
School Administrator
Hotel Manager
Social Service Worker
Government Agency Worker

STUDENT OCCUPATIONAL INTEREST SURVEY (CONTINUED)

TRANSPORTATION	ARTS--ENTERTAINMENT--MEDIA	FASHION CAREERS
Truck Drivers	Artist	AIRLINE CAREERS
Air Traffic Controller	Musician	
Travel Agent	Writer	MARINE SCIENCE CAREERS
Ticket Agent	Interior Designer	
	Fine Arts Teacher	
	Radio/TV	
	Announcer	
	Writer	
	Engineer	
	Newspaper Reporter	
	Recreation Supervisor	

Other (name any others which interest you) _____

_____

Please give the following information by circling the appropriate answer.

Sex M F Grade 7 8

Anticipated maximum educational/training level:

High school

Two-year college

Four-year college

Technical school

Apprenticeship program

Homeroom Teacher_____

Dear Students,

Next ____(day, date)____ is Career Day at ___(school name)___. There will be a special "speaker" period from ___(time)___ to __(time)__ when all __(seventh)___ and ___(eighth)___ grade students will hear __(one)___ speaker of their choice. From the list below, indicate your preference of the speaker(s) you wish to hear by marking a "1" by your first choice, a "2" by your second choice, and a "3" by your third choice. The Career Day Committee will try to give you your first choice, but it may not be possible in all cases.

After making your choices, fill in your name and the other information requested at the bottom of this sheet. You will receive the bottom of this sheet from your ____(first)____ period teacher on next ____(day, date)____ with the room number where you are to report at ____(time)____ that day. You will NOT be allowed into any room except the one marked on your ticket. The teacher in charge in that room will have a list with your name on it to check when you arrive. Please be on time.

(Occupations of speakers should be listed in this area, double-spaced.)

- - - -

SUGGESTED CAREER DAY SCHEDULE

Any Career Day or Week takes months of planning to be effective; therefore, having Career Day before the first of March is practically impossible. If the local school administration wants to schedule Career Day earlier in the school year, preliminary planning should begin during the preceding spring, especially if a student survey must be made.

First of school	Set date and establish budget with principal; Choose co-chairperson; List goals to be accomplished; Appoint committee chairpersons
Four months prior	Activate committees; Select theme
Three months prior	Survey students
Six weeks prior	Invite all speakers *Send first letter verifying their acceptance and including the theme for Career Day and the "Guide for Speakers"
Three weeks prior	Send second letter to speakers--include map or directions to school and a request form to return if any AV equipment is needed (See "AV Request")
Ten Days prior	Call speakers as a follow-up to letters--optional but serves as a reminder
One week prior	Ask students to choose occupations/careers they want to hear about on Career Day (See "Speaker Day Student Selection Sheet"); Post Career Day schedule in prominent place for teachers to read
One day before (afternoon)	Place student tickets and lists for teachers with instructions in appropriate boxes
One day after	Have students and all teachers involved fill out evaluation forms
Ten days after	Mail "thank you" letters to speakers; Include evaluation forms and stamped return envelopes

*All correspondence should have signatures of both school principal and Career Day Sponsor.

RELATED ACTIVITIES

The following is a list of activities that could be utilized to extend Career Day into Career Week. These activities are in addition to the Career Day activity. Probably two or three additional activities will be sufficient.

1. Classroom infusion activities. Make a list of suggested activities according to subject areas. Classroom teachers can use these to help bring career education to their subject areas. Seek assistance and approval from department chairpersons in the individual school.

2. High school vocational education course presentations. Most high school vocational programs, especially co-op programs, have slide presentations. These could be set up in a single large room for one grade level to visit. They may be throughout a large reception area (cafeteria or lobby of school) where several classes at a time could visit informally with high school students and get information about various high school vocational programs which will be available to them.

3. Magnet/Alternative school fair. This would be in large districts where these programs are available. Representatives from schools could be located in a large reception area where groups of students could visit. An informal setting rather than a formal presentation works best with this activity.

4. Study tours to area vocational school or community college. This is especially appropriate for those students who are not planning a professional career or any occupation requiring the bachelor's degree.

5. Study tours to a university campus. As with any study tour, the visit should be mapped-out in advance with a representative of the university. Let students who are interested in a professional career sign up, with parental and teacher permission.

6. TSTI Mobile Van visit. Contact Texas State Technical Institute (TSTI) at Waco to arrange for the mobile van to visit during Career Week. TSTI will come either day or evening, but contact must be made months in advance (preferably the summer before) so that several schools in the same area can be scheduled for the same visit. This is also an excellent activity to have for a parent-teacher open house.

7. Career Week open house. Parents visit their children's classrooms.

8. Career Week assembly. If one or two really dynamic speakers can be obtained, this activity can be used. By all means, do not have them speak for longer than 15 minutes.

SUGGESTED EVALUATION FORMS

CAREER DAY EVALUATION FROM STUDENT

Speaker/Occupation _____ Room _____

Was the speaker well-organized? _____

Did the speaker cover fundamentals of the profession? _____

Could you hear? _____

Was adequate material brought for distribution? _____

Do you think Career Day will help you in choosing a career? _____

_____

CAREER DAY EVALUATION FROM SPEAKER

Speaker/Occupation _____ Room _____

Was there adequate space? _____

Were your equipment needs met? _____

Were your students attentive? _____

Did you receive adequate information from the school regarding what was expected from you? _____

Would you return as a speaker? _____

Suggestions: _____

CAREER DAY EVALUATION FROM TEACHER

Speaker/Occupation _____ Room _____

Did the speaker seem qualified? _____

Were most of the students interested? _____

Suggestions for improving the mechanics of Career Day _____

_____

Thank you for your cooperation.

Appendix E

PLANNING GUIDE

Teacher: _____

Class: _____

Unit: _____

Week: _____

Monday: _____

Objectives:

Learning Experiences:

1.
2.
3.
4.
5.
6.

Tuesday: _____

Objectives:

Learning Experiences:

1.
2.
3.
4.
5.
6.
7.

Wednesday: _____

Objectives:

Learning Experiences:

1.
2.
3.
4.
5.
6.
7.

Thursday: _____

Objectives:

Learning Experiences:

1.
2.
3.
4.
5.
6.
7.

Friday: _____

Objectives:

Learning Experiences:

1.
2.
3.
4.
5.
6.
7.

SAMPLE

DAILY PLAN SHEET

Week _____ Day _____ Date _____

Unit: Topic:

Thought for the Day (optional):

Preparation

Equipment/Materials:

References/Resources:

Presentation

Activities:

Handouts:

Discussion Issues/Questions:

Evaluation

Tests/Demonstrations:

To Be Continued:

Absentees:

Time Card Payroll System

The following instructions and directions should be used to prepare materials for the time card payroll system.

Instructions for Making Time Cards

- Cut 3" x 5" index cards in half so that there are two cards 3 " x 2½".
- On back of each card, write name of each student and his/her Social Security number.
- On front of each card, staple a copy of the form below.
- Cards are not ready to be inserted into time card holder.

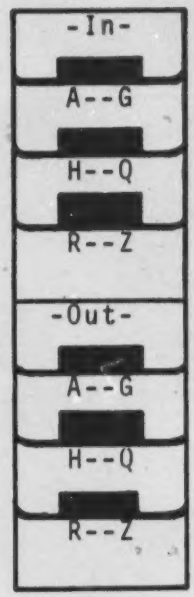
Each card may be used fo two weeks. The teacher will need 3" x 5" index cards and time card forms. This particular card begins on Thursday and ends on Wednesday. However, it may be changed to fit the needs of individual classroom situations.

SAMPLE

Model for Time Cards

Name_____		
	In	Out	Job
Thursday_____			
Friday_____			
Monday_____			
Tuesday_____			
Wednesday_____			

Time Cards Inserted in Holder



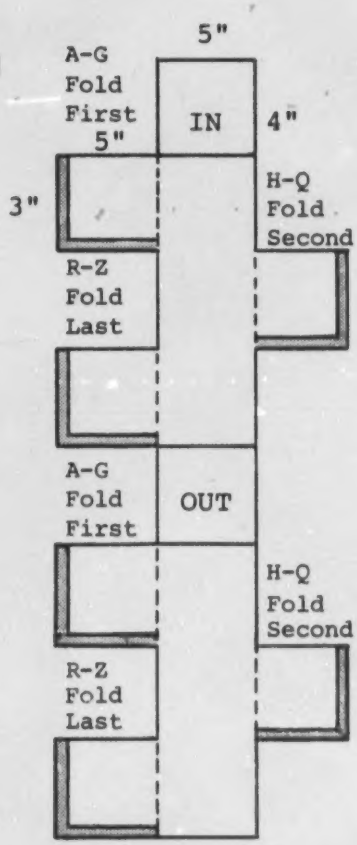
Pattern for Time Card Holder

MATERIALS: 22" x 28" colored posterboard
scissors
ruler
glue
colored marker pens

INSTRUCTIONS:

Using model to the right,

1. Measure, draw, and cut holder by following dimensions:
   horizontal lines--five inches
   vertical lines--three inches
   Four inch sides on "IN" and "OUT" sections
2. Fold along dotted lines.
3. Glue along shaded lines (approximately one inch wide).
4. Mark as indicated on model.
5. Make holder for each class, each indifferent color.



Directions for Job Description Cards

Type each of the following on a 3" x 5" index card. Laminate if possible before inserting in holder for student use.

POLLUTION CONTROL OFFICER

Checks room to make sure everything is left neat and in order; Reports anyone making a deliberate mess to the company president;

Qualifications: Must be neat and dependable.

SECRETARY

Keeps record of daily activities; Writes letters of appreciation to visitors and/or places visited

Qualifications: Must have nice handwriting, be accurate in spelling, be dependable, and must have a good use of the English language.

TIME CARD MANUFACTURER

Makes new time cards when necessary; Places new cards into IN and OUT slots; Helps file clerk when necessary

Qualifications: Must be neat and dependable.

RECEPTIONIST

Answers the door and helps whoever is there without disturbing the class; Runs errands as needed

Qualifications: Must be courteous and dependable

AUDIO-VISUAL TECHNICIAN

May set up filmstrip or film in projector; May operate all machines during class time; Will be in charge of obtaining and returning filmstrips and films and machines to designated places as needed

Qualifications: Must like to work with machines and must be dependable

FILE CLERK

Distributes materials when asked; Checks class file and returns graded papers; Keeps career games, kits, and other materials in order

Qualifications: Must learn names of everyone in class and have a devotion to order and neatness

SAMPLE (Continued)

ATTENDANCE SUPERVISOR (shared duties with Time Card Supervisor)

Checks time cards to see who is absent; Records absences on absentee slip; Shows absentee slip to company president (teacher); Puts out absentee slip; Helps check roll on field trips; Marks absentees on time cards

Qualifications: Must be accurate, prompt, neat, and dependable

TIME CARD SUPERVISOR (shared duties with Attendance Supervisor)

Passes out cards to incoming students; Takes up cards from students after date is recorded; Puts cards in alphabetical order in appropriate slot

Qualifications: Must be accurate, prompt, neat, and dependable

BOOKKEEPER

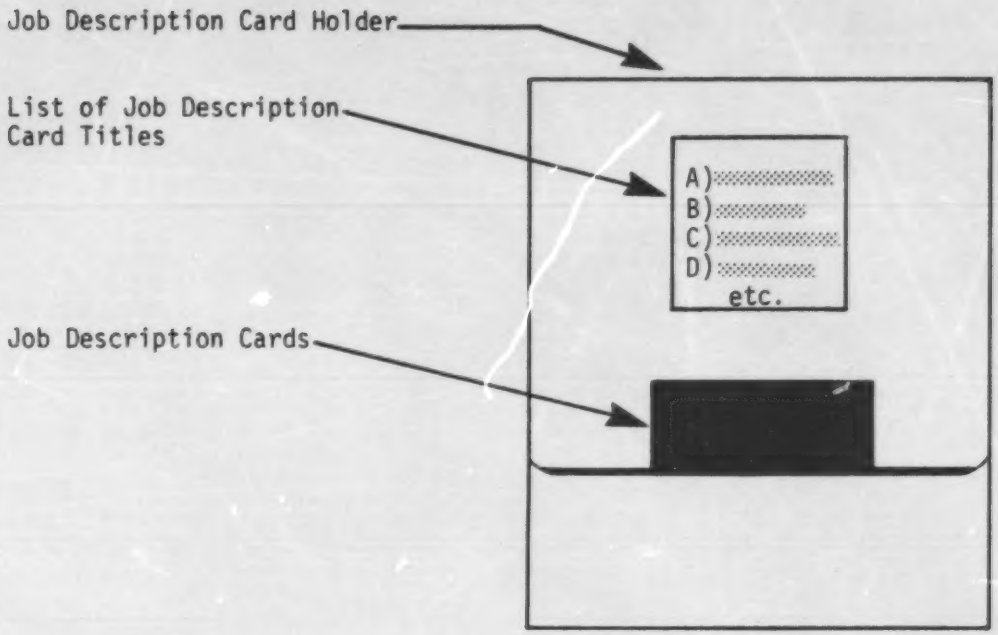
Takes assigned time cards of employees on alternate Thursdays to calculate each one's paycheck; Makes out paychecks for each assigned employee; Records "docks" on time cards as directed by company president (teacher); Returns completed checks to company president for signature

Qualifications: Must have knowledge of math; Must be dependable, neat, and accurate

Instructions For Making Job Description Card Holder

Materials:
- One piece of colored poster board 5" x 10"
- One piece of poster board 4½" x 5" (same color as above)
- One typed list of job description card titles
- Glue
- Stapler
- Tape (transparent or colored)

Directions: Attach smaller board to larger with glue and then by stapling. Tape around edge to further secure. Use of colored tape makes it more attractive. Tape job description card titles to upper partof large board. (See diagram.) Insert job description cards into pocket. Hang holder on bulletin board.



Instructions for Making Absentee Slip

Type the following on a 3" x 5" index card. The form is self-explanatory.

Absentee Slip

Print Date _____

Print Name _____

Print Class _____

Teacher's Signature _____

Instructions for Making Absentee Slip Holder

Materials: One piece of colored poster board 5" x 10"
One piece of poster board 4½" x 5"
Glue
Stapler
Tape (transparent or colored)
One blank absentee slip with instructions for completing

Directions: Attach smaller board to larger with glue and then by stapling. Tape around edge to further secure. Use of colored tape makes it more attractive. Tape blank absentee slip to upper portion of holder. Insert pad of absentee slips into pocket. Hang holder on bulletin board.

Self-Evaluation Form for Student Assistants

Place of work_____

Person reporting to _____

Hours per week_____

List your job duties:

_____ _____

_____ _____

_____ _____

What previous skills helped you on this job?

_____

_____

What skills have you learned or mastered while on this job?

_____

_____

What do you like most about this job? _____

_____

What do you like least about this job? _____

_____

List 3 other jobs/occupations you could qualify for with the skills you've learned or improved while on this job.

_____ _____

_____

Signatures:

_____ _____

Student Supervisor

SAMPLE CONTRACT OUTLINE

1. Specific statements governing student's

   a. manners
   b. attitudes
   c. expectations of performance

2. Specific statements governing instructor's

   a. manners
   b. attitudes
   c. expectations of performance

3. Statements of appropriate sanctions

4. Statement of an agreed-upon mediator in case terms of contract are broken. Before sanctions can be imposed, mediator must determine that terms have been violated.

5. Signatures of

   a. student
   b. instructor
   c. mediator

SAMPLE TIME SHEET

Name _____ Homeroom _____

Date _____ Period _____

	Time In	Time Out	Total
Monday:	_____	_____	_____
Tuesday:	_____	_____	_____
Wednesday:	_____	_____	_____
Thursday:	_____	_____	_____
Friday:	_____	_____	_____
		Weekly Total	_____

Monday's Jobs _____

_____

Tuesday's Jobs _____

_____

Wednesday's Jobs _____

_____

Thursday's Jobs _____

_____

Friday's Jobs _____

_____

_____

S A M P L E

Weekly Worksheet

(Unit Title)

NAME_____ DATE_____

NAME OF ACTIVITY	POSSIBLE POINTS	MY POINTS
Total Regular Work Points		
Overtime Points		
Total Points for Week		

List overtime below. Be sure Board Chairperson verifies the activity.

_____

_____

_____

Suggestion to Teacher: Each Monday, write the week's activities with point value on the board. Handout blank "Weekly Worksheets" and have students copy from the board.

Overtime Activities

ACTIVITY	POINTS
Guest Speaker	200
Newspaper Report	25
Magazine Report	25
Encyclopedia Report	25
Poster	30
Decorated Folder	25
Magazines (Limit three)	25 each
Letter	20
Slogan Poster	20
Book Report	50
Field Trip Report	25
Film Report	25
Interview	35
Taped Interview	35
Bulletin Board	50
Mock Interview	25
Role Playing	25
Item for Auction	50
Creative Ideas	5--100
Folder in Order	5

Note to Teacher: List should be adapted to individual situations. In all cases, a wall chart should be made of the Overtime Activities and put up for referral by students. The teacher and the student should decide on the topics of the various reports.

SAMPLE

What To Do With Paychecks

(Instructions to Students)

1. Each week you will get a paycheck for your week's work. Most of the time you will be paid on Tuesday. (See Example #1.)

2. Endorse your paycheck. That means that you write "For Deposit Only" and your name on the back of the check. (See Example #2.)

3. Deposit your paycheck in the bank on banking day. Most of the time banking day will be Wednesday. Fill out a deposit slip and give the check and deposit slip to the bank clerk. (See Example #3.)

4. Record your deposit on your deposit slip and in your check record. (See Example #4.)

5. At the auction: If you buy something, write a check to pay for it. Give the check to the auction clerk. Record the check in your check record and subtract it from your balance. (See Example #5.)

Example #1--Your paycheck will look like this:

Example #2--Endorse your pay-
check like this:

Example #3--Your deposit slip will
look like this:

What To Do With the Pay Checks

(Instructions to Students)

1. Each week you will get a pay check for your week's work. Most of the time you will be paid on Tuesday. (See Example #1)

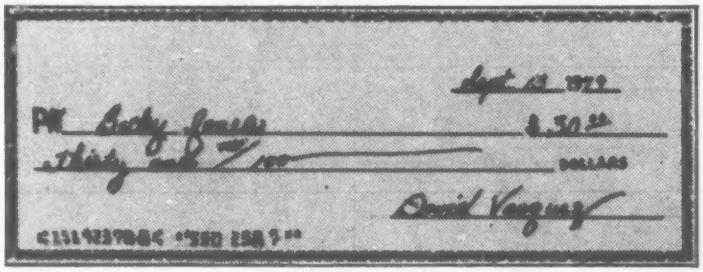
2. Endorse your pay check. That means that you write "For Deposit Only" and your name on the back of the check. (See Example #2)

3. Deposit your pay check in the bank on banking day. Most of the time banking day will be Wednesday. Fill out a deposit slip and give the check and deposit slip to the bank clerk. (See Example #3)

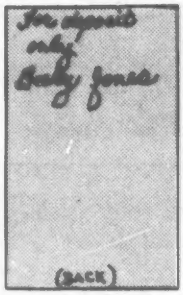
4. Record your deposit on your deposit slip and in your check record. (See Example #4)

5. At the auction: If you buy something, write a check to pay for it. Give the check to the auction clerk. Record the check in your check record and subtract it from your balance. (See Example #5)

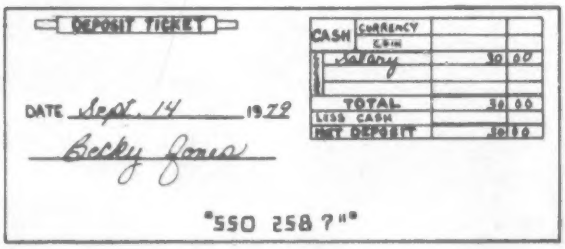
Example #1--Your pay check will look like this:



Example #2--Endorse your pay check like this:



Example #3--Your deposit slip will look like this:



Example #4--Write your deposits on your deposit record like this:

DEPOSIT RECORD
Becky Jones
Allen Jr. High

ACCT. NO. 557-121-8

/	VR	Salary	30	00

Then write it on your check record like this:

NO.	DATE	CHECK ISSUED TO	AMT. OF CHECK	√	T	AMT. OF DEPOSIT	BALANCE
	9/14	deposit				30 00	30 00

Example #5--Make out your check like this:

Nov. 3 1972

Pay to Auction $10.50

Ten and 50/100 DOLLARS

Illinois Tickets

⑆121937133⑆ 0°557 121 8⁰⁰ Becky Jones

Then record it in your check record and subtract it from your balance like this:

NO.	DATE	CHECK ISSUED TO	AMT. OF CHECK	√	T	AMT. OF DEPOSIT	BALANCE
	9/14	deposit				30 00	30 00
	9/23	deposit				80 00	110 00
	10/15	deposit				70 00	180 00
	11/3	Auction	10 50				169 50

SAMPLE

Determining Rate of Pay

Procedure: For each 100 points, the student receives $1 pay rounded off to the nearest dollar. The rate is the "Pay per Hour," determined by the student's attendance. If the student is present only three days in one week, then the pay per hour is multiplied by three (number of paydays).

Example: Student earns 313 points the first week.
Pay per hour = $3 (313 x $1 rounded off)
Student is present four class periods (Paydays).
Pay for week = $3 x four = $12.
On Student Pay Record, it would look this day:

DATE	POINTS	TOTAL POINTS	PAY PER HOUR	PAYDAYS	WEEKS PAY	TOTAL
8/31	313	313	$3	4	$12	$12
9/6	80	393	4	5	20	32

Continue in the same manner for the entire grading period.

Student Pay Record

NAME_____

Points and Pay Schedule from _____ (date) to _____ (date)

DATE	POINTS	TOTAL POINTS	PAY PER HOUR	PAYDAYS	WEEK'S PAY	TOTAL

My total points for the six weeks is _____.

The amount of money I have to spend at auction is _____.

My grade for the six weeks is _____.

_____ (My Signature) _____ (Teacher's Signature)

SAMPLE

Using a Student Deposit Record

From this record, the student's grade is determined for each grading period. Copy the form below for each individual student (can be two to a page).

NOTE: Number of entries per form should be adjusted according to number of weeks course is taught (12, 18, 24, or 36 weeks).

When the student presents the paycheck and deposit slip for deposit in the "bank," the bank clerk (teller) records the date, amount of deposit, and total to date on the individual student's deposit record. It is retained by the "bank" and used by the Board Chairperson (teacher) to determine the student's grade. All the deposit records for one class should be kept in a folder for that class and in alphabetical order.

NOTE: The "Total to Date" includes the amount of the new deposit added to the previous balance.

Deposit Record For_____

DATE	AMOUNT	TOTAL AMOUNT	DATE	AMOUNT	TOTAL AMOUNT

Supplement

SUPPLEMENT

The following resources may be useful in establishing a reference library. They also may be used to supplement the materials contained in the Occupational Investigation Guides.

Bibliographies of Career-Related Materials (Career Education Project, Education Development Center, Inc., Ft. Chapel, Newton, Massachusetts 02160)

B'nai B'rith Career and Counseling Services Catalog (B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20009)

Career Index (Chronicle Guidance Publications, Inc. Moravia, New York 13118)

A Career for Tomorrow--Career Enhancement Series (American Learning Systems, 1106 Jeanette Avenue, Columbus, Georgia 31906)

Career Lab (Westinghouse Learning Corporation, 100 Park Avenue, Monterey Park, California 91754)

Career World (Curriculum Innovations, Incorporated, 501 Lake Forest Avenue, Highwood, Illinois 60040)

Dictionary of Occupational Titles (Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402)

Fascinating World of Work--slide/tape presentations (National Career Consultants, Inc., 9978 Monroe, Dallas, Texas 75220)

Forms in Your Future (Globe Book Company, Inc., 175 Fifth Avenue, New York, New York 10010)

JOB-O (Judgement of Occupational Behavior-Orientation)--instrument (Career Materials, P. O. Box 4, Belmont, California 94002)

Occupational Briefs (Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611)

Occupational Outlook Handbook (Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402)

Pack Your Own Chute--film (Ramix Productions, 4911 Birch St., Newport Beach, California 92660)

Pathways to Careers (Globe Book Company, 175 Fifth Avenue, New York, New York 10010)

P.T.E.S.--Picture Interest Exploration Survey (Educational Achievement Corporation, P. O. Box 7310, Waco, Texas 76710)

Popeye and . . . (King Features, 235 East 45th Street, New York, New York 10017)

Resources on Eliminating Sex Role Stereotyping in Vocational Education (Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210)

Review and Analysis of Sources of Occupational Information for Career Education--Information Series No. 89, VT 020 342; author: Kenneth D. Hills, (ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210)

Self-Contained Occupational Investigation Modules: Self-Appraisal, Educational Planning, and Economic and Societal Factors (Occupational Curriculum Laboratory, Secondary and Higher Education, East Texas State University, Commerce, Texas 75428)

Self-Directed Search--instrument; author: John Holland (Consulting Psychologists Press, Palo Alto, California 94300)

Succeeding in the World of Work (McKnight Publishing Company, P. O. Box 2854, Bloomington, Illinois 61701)

Vocational Education Resource Materials: A Bibliography of Materials for Handicapped and Special Education. Second Edition. authors: Roger H. Lambert, Lloyd W. Tindall, John Gugerty, and Geraldine Strey (Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin, 53406)

Vocational Guidance Quarterly (National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009)